

DOCUMENT RESUME

ED 273 288

IR 051 612

AUTHOR Greene, Gloria; Robb, Reive
TITLE Second Survey of Library and Information Manpower Needs in the Caribbean, Volume I. The Survey and Its Findings.
INSTITUTION United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.
REPORT NO PGI-85/WS/12
PUB DATE Feb 85
NOTE 103p.; For a preliminary report, see ED 232 653.
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Developing Nations; *Educational Resources; Employment Statistics; *Information Services; *Labor Needs; *Labor Supply; Libraries; Library Education; Models; Needs Assessment; Occupational Surveys; Paraprofessional Personnel; *Prediction; Professional Education; Professional Personnel; Questionnaires
IDENTIFIERS *Caribbean; *Manpower Planning; Manpower Research

ABSTRACT

The main concerns of this manpower survey were to examine and, where possible, modify and expand on the manpower planning model generated in the 1982 pilot study, and to use the model to assist with the forecasting of manpower requirements for library and information systems in the Caribbean region. Libraries and information systems in this area generally face a major recruitment and training problem. Two solutions are proposed: (1) ensure that paraprofessionals are more formally incorporated into the library systems, or (2) give priority to the training and recruitment of professionals. Encouraging a movement of critical skills could reduce the relatively high rates of vacancies in specific types of libraries in various countries, and emphasis on short, specialized courses and graduate training abroad will continue to supplement regional library school programs. Increased automation, sharing of resources, and creating more effective lobbies will enhance manpower capabilities. The statistical findings and survey instruments are provided in five appendices. A glossary, a map, geographic statistics, footnotes, and a bibliography are also included. (KM)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED273288

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

This document has been reproduced as
received from the person or organization
originating it.

Minor changes have been made to improve
reproduction quality.

Points of view or opinions stated in this docu-
ment do not necessarily represent official
OERI position or policy.

PGI-85/WS/12

Second Survey of Library and Information Manpower Needs in the Caribbean

Volume I. The Survey and its Findings

"PERMISSION TO REPRODUCE THIS
MATERIAL IN MICROFICHE ONLY
HAS BEEN GRANTED BY

C. Coudert-Schklowski

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

General Information Programme and UNISIST

United Nations Educational,
Scientific and Cultural Organization

Paris, 1985

IR051612

SECOND SURVEY OF LIBRARY AND
INFORMATION MANPOWER NEEDS
IN THE CARIBBEAN

prepared by
Gloria Greene and Reive Robb

VOLUME I. THE SURVEY AND ITS FINDINGS

General Information Programme and UNISIST

United Nations Educational,
Scientific and Cultural Organization

This document is the photographic
reproduction of the author's text.

Recommended catalogue entry :

Second Survey of Library and Information Manpower Needs
in the Caribbean; Vol. I. The Survey and its Findings;
Vol. II. Statistical Supplement /prepared by Gloria Greene
and Reive Robb /for the/ General Information Programme and
UNISIST. - Paris: Unesco, 1985, - vi, 266p; 36 cm.-
(PGI-85/WS/12)

I - Title

II - Unesco. General Information Programme and UNISIST

© Unesco, 1985

TABLE OF CONTENTS

VOLUME I: THE SURVEY AND ITS FINDINGS

	<u>Page</u>
PREFACE	i
ACKNOWLEDGEMENTS	iii
GLOSSARY	iv
MAP OF THE CARIBBEAN	v
VITAL STATISTICS	vi
 SECTIONS	
I INTRODUCTION	1
II THE RATIONALE FOR MANPOWER PLANNING MODELS	8
III RESULTS FROM MANPOWER SURVEY (PART I)	15
- Vacancies	
- Change of Jobs	
- Absolute Loss	
- Future Growth	
- Recruitment and Training Needs 1984	
- Sectoral Variations	
- Training	
IV PERCEPTIONS AND ATTITUDES ON MANPOWER ISSUES	23
- Major Changes	
- Clerical Staff	
- Coping With Projected Demands	
- The Supply Problem	
- Measures Taken to Alleviate Manpower Problems	
V CONCLUSIONS	27
1. The Findings From the Survey	
2. Manpower Forecasting Models	
FOOTNOTES	31
BIBLIOGRAPHY	33
 APPENDICES	
I Statistical Tables	34-48
II Comparative Findings: Pilot and Present Surveys	49-54
III Methodology	55-56
IV Interview Schedules — General	57-78
V Interview Schedules — Library Schools	79-86

					<u>Page</u>
Introduction					
Staff Employed, Vacant Posts at December 1983					
Table 1.1	All Respondents	..	..	..	87
Tables 1.2 - 1.20	Countries	..	..	..	88-106
Wastage and Change of Jobs					
Table 2.1	All Respondents	..	..	..	107
Tables 2.2 - 2.20	Countries	..	..	..	108-126
Future Growth					
Table 3.1	All Respondents	..	..	..	127
Tables 3.2 - 3.20	Countries	..	..	..	128-146
Supply and Demand Current Position (Three Tables each)					
Tables 4.1.1 - 4.1.3	All Respondents	..	..	..	147-149
Tables 4.2.1 - 4.20.3	Countries	..	..	..	150-206
Supply and Demand Short-Term Forecast (Three Tables each)					
Tables 5.1.1 - 5.1.3	All Respondents	..	..	..	207-209
Tables 5.2.1 - 5.20.3	Countries	..	..	..	210-266

PREFACE

This report is the culmination of the considerable work that has been done to obtain as accurate a picture as possible of the library and information manpower available in the Caribbean.

At a consultation held in Kingston, Jamaica, in May 1980, emphasis was placed on the extreme importance of human resources. It was felt that planning the development of information services in the region would be impossible without accurate data on the number, training, qualifications, experience and mobility of the people who were to carry out that development. In addition, accurate information would provide valuable pointers to what was urgent or of priority importance in training, as regards both quantity and quality.

The purpose of the survey was clear, then, but there were substantially new problems involved in carrying it out. Data had to be gathered about a region where the countries differ quite considerably from each other in size, economic strength, history, socio-economic development and language and, of course, in the development of their information systems and services. It was certainly the first time that such an attempt had been made and if it has been successful - which the reader will judge for himself - the credit is due to the collaboration of the numerous individuals and institutions taking part.

Mr Nick Moore, a British specialist in these matters, designed the model used in the survey. This model establishes recruitment and training requirements on the basis of the information available concerning manpower supply and demand. Mr Moore also prepared the various questionnaires for the collection of data and carried out an initial survey in late 1981. During that first phase, not only was the validity of the model demonstrated but also fairly accurate - although in some respects incomplete - information was obtained about the regional situation.

According to Mr Moore, some kind of permanent arrangement was also desirable in order to monitor developments in the situation. Unesco accordingly asked the Institute for Social and Economic Research of the University of the West Indies to carry out a second phase of the survey. This was done in 1983 and its findings are the subject of the present document. They confirm the validity and relevance of the model but also show some notable improvements since the response rate is higher and there are qualitative as well as quantitative data.

A further original feature of the survey is that the data were supplied by residents of each of the countries studied. We should like to thank them here for their contribution without which, needless to say, the survey would have come to nothing.

Member States of the region have expressed approval for the development of a regional network for the exchange of information and experience in science and technology, to be backed by international funds. There is no doubt this survey will provide the facts needed in order to establish training priorities.

Finally, as the experiment seems to have been successful, it has been decided to ask Mr Nick Moore to prepare an Information Work Force Planning Manual. This Manual will contain the model used for the Caribbean survey, together with possible improvements, as well as practical advice for its use in developing countries. For this reason, it seemed pointless to reissue the report on the first phase of the survey, now out of print (Nick Moore, Survey of Library and Information Manpower Needs in the Caribbean, Paris, Unesco, 1982. PGI-82/WS/15).

The survey report is presented in two volumes. Volume I contains the main tables, the analysis of the results and the conclusions. This part is also made available in French and Spanish. Volume II is a statistical supplement which contains, in a tabular form, all the data obtained from the survey. The French or Spanish speaking reader who wishes to find the exact equivalent of the headings in the supplement may refer himself to the tables which appear in Volume I.

The designations employed and the presentation of material throughout this report do not imply the expression of any opinion whatsoever on the part of Unesco concerning the legal status of any country, territory, city or area or of its authorities, or concerning the delimitation of its frontiers or boundaries.

All suggestions, comments or requests for information will be welcome. They should be sent to the Division of the General Information Programme, Unesco, 7 place de Fontenoy, 75700 Paris, France.

November 1984

ACKNOWLEDGEMENTS

We are grateful to the local experts and contacts in the various countries without whose assistance the data collection exercise for this study would have been impossible. We also thank all those who made the time and effort to respond to the formidable questionnaires and hope that they will find the results well worth those efforts. Special thanks to Maritza Hee Heung, (Trinidad and Tobago) for her assistance during the data collection phase, to members of ISER staff and to all those who read and commented on the preliminary draft and provided many helpful suggestions. Finally we wish to record our appreciation to Mrs. G. Burke and Ms. Elma Shelley for administrative assistance and to Mrs. Kathie Miles for typing the manuscript.

Gloria Greene and Reive Robb

Notes on Authors

Gloria Greene is Librarian III, Science Library, University of the West Indies, Mona, Jamaica. At the time of this survey she was in charge of the Science Library.

- Reive Robb is a Librarian III, Main Library, University of the West Indies, Mona, Jamaica. At the time of this study she was on secondment to the ISER as Documentalist in charge of the Documentation and Data Centre.

GLOSSARY

ACURIL	Association of Caribbean University Research and Institutional Libraries
AGRINTER	Inter-American Agricultural Information System
AGRIS	International Information System for the Agricultural Sciences and Technology
BLAIN	Barbados Library, Archive and Information Network
CARICOM	Caribbean Common Market
CARIRI	Caribbean Industrial Research Institute
CARIS	Caribbean Information System
CARISPLAN	Caribbean Information System for Economic and Social Planning
CDB	Caribbean Development Bank
CDC	Caribbean Documentation Centre
CDCC	Caribbean Development and Cooperation Committee
DOERS	Documentation Output, Evaluation and Research Service
ECLAC	Economic Commission for Latin America and the Caribbean
INAGHEI	Institut National d'Administration de Gestio et des Hautes Etudes Internationales
NACOLADS	National Council on Libraries, Archives and Documentation Services (Jamaica)
NALIAS	National Library, Information and Archives Service (Trinidad & Tobago)
NSC	National Science Council (Guyana)
OAS	Organisation of American States
OECS	Organisation of Eastern Caribbean States
SECIN	Socio-Economic Information Network
STIN	Scientific and Technical Information Network
TEU	Technology and Energy Unit (Caribbean Development Bank)
TCDC	Technical Cooperation Among Developing Countries



VITAL STATISTICS

COUNTRY	POPULATION	AREA (SQ. MILES)	ESTIMATED NO. OF LIBRARY UNITS
ANTIGUA & BARBUDA	76,000 (1981)	170.5	53
BAHAMAS	249,000 (1981)	5,386	111
BARBADOS	250,500 (1981)	166	65
BELIZE	160,000 (1983)	8,866	18
BERMUDA	54,150	20.59	43
BRITISH VIRGIN ISLANDS	14,340	80	3
CUBA	9,700,000 (1981)	44,178	
DOMINICA	83,000 (1980)	289.5	8
DOMINICAN REPUBLIC	5,752,000 (1981)	48,442	192
GRENADA	109,200 (1981)	133	9
GUYANA	850,000 (1981)	83,000	53
HAITI	5,878,000 (1981)	10,714	122
JAMAICA	2,160,900 (1981)	4,243.6	1,073
MONTSERRAT	13,000 (1983)	39.6	4
NETHERLANDS ANTILLES	243,000 (1981)	383	43
ST KITTS & NEVIS	49,000 (1981)	104	9
ST. LUCIA	124,000 (1981)	238	21
ST. VINCENT AND THE GRENADINES	109,928 (1978)	150	8
SURINAME	352,041 (1980)	55,143	125
TRINIDAD & TOBAGO	1,178,600 (1982)	1,980	141

SECTION I

INTRODUCTION

A pilot study on Library and Manpower needs in the Caribbean was completed in 1982 which provided several useful guidelines and recommendations.¹ Apart from the exploratory nature of that study, several developments in information planning have occurred in the Caribbean and elsewhere since that time to require some reassessments and modifications of its findings. Chief among these changes are the proliferation of proposals for, and in some cases, the implementation of nationally integrated library systems. The most advanced of these schemes is the National Council on Libraries, Archives and Documentation Services (NACOLADS) in Jamaica where the National Library began functioning as part of a more comprehensive system in 1979. Similar amalgamations in Barbados, Trinidad and Tobago and the countries that comprise the Organisation of Eastern Caribbean States more commonly referred to as the Leewards and Windwards, are at various stages of development. All this is quite apart from the more recent developments in the Spanish speaking Caribbean where the Dominican Republic is carrying out a rapid programme of library development in response to the educational and cultural needs of that society. In addition the Unesco Programmes for Information, Science and Technology and Communication in the region, among other initiatives, have created a certain urgency about the need for planning for the infrastructures, human resources and technological capabilities of Information Systems. Most of these initiatives involve some level of technological change. Such changes, however marginal, have certain consequences for manpower planning.

This study is a follow-up to the pilot study. Its main concerns are to examine and where possible modify and expand on the manpower planning model generated in the pilot study, and to use the model to assist with the forecasting of manpower requirements of the library and information systems in the Caribbean. The countries covered in this follow-up study are:

A. CARICOM STATES (English-speaking)

1. The four more developed countries (MDCs) Barbados, Guyana, Jamaica, Trinidad and Tobago.
2. The Organisation of Eastern Caribbean States
 - (a) The Leeward Islands (Dominica, Grenada, St. Lucia, St. Vincent)
 - (b) The Windward Islands (Antigua, Montserrat, St. Kitts & Nevis).
3. Bahamas and Belize.

B. NON-CARICOM STATES

4. Bermuda, British Virgin Islands (English-speaking).
5. The Dominican Republic, Cuba (Spanish-speaking).
6. Haiti (French-speaking).
7. The Netherlands Antilles (Aruba, Bonaire, Curacao and St. Maarten) and Suriname (Dutch-speaking).

While these classifications are not mutually exclusive, they do provide some indication of the geopolitical divisions that presently exist. The CARICOM States are all those countries, including the ones that form the OECS bound by the Treaty of Chaguaramas (1973) which created the Caribbean Common Market operating under the jurisdiction of the

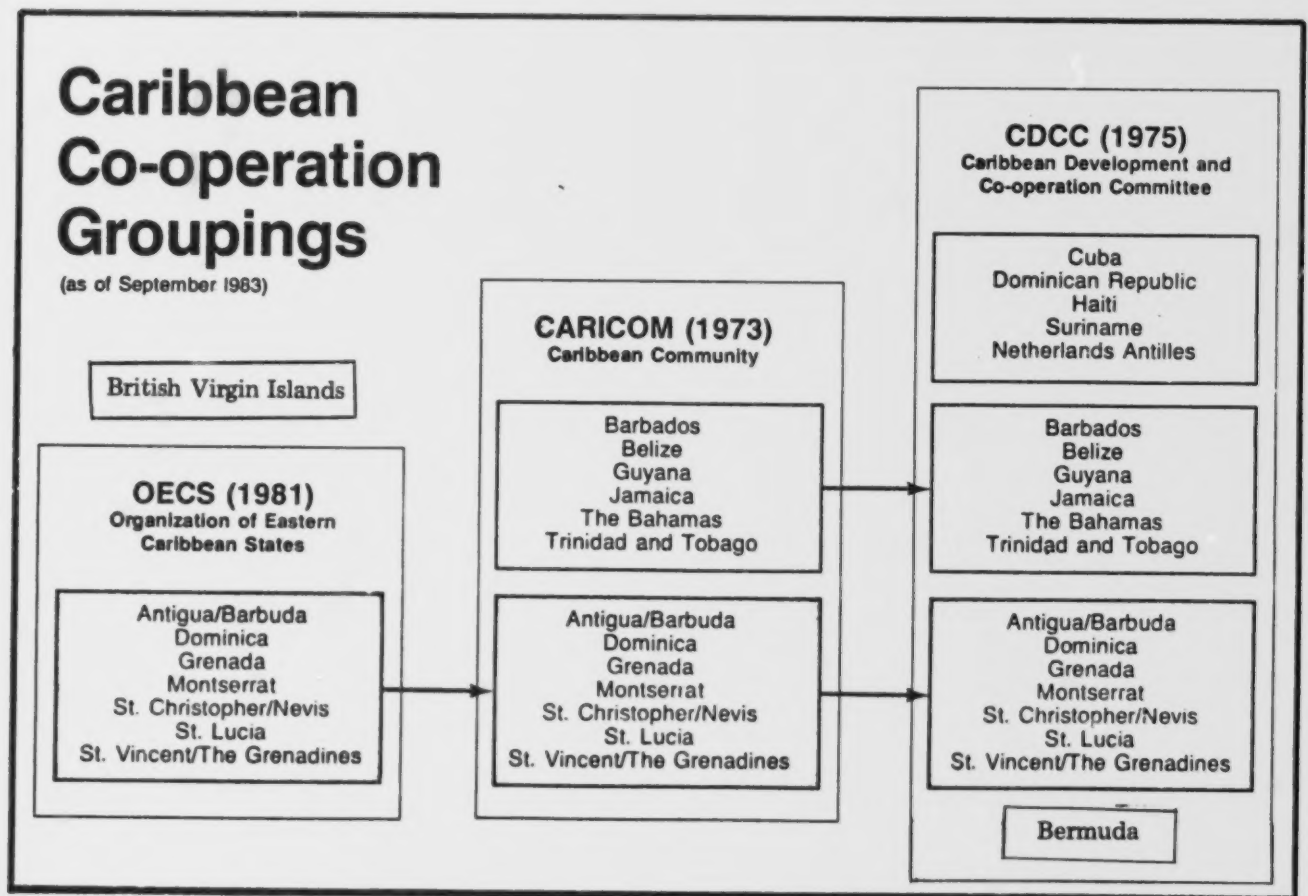
CARICOM SECRETARIAT located in Georgetown, Guyana. More recently Haiti and the Dominican Republic as well as Suriname were granted observer status in some areas of the Community's activities. Bermuda and the British Virgin Islands have as yet expressed no desire for association, but for purposes of this study are located with Belize and the Bahamas, both of which are full members of CARICOM. All the territories in the survey are members of the Caribbean Development and Cooperation Committee (CDCC). It is therefore easy to understand the political and economic interrelations among these territories (see Figure 1). In terms of size, the CARICOM STATES taken together comprise a total population of about 5.5 million and a land size of 258,000 square miles. All the countries in this survey, when taken together approximate a population of 27 million. While the study is concerned with countries of relatively small size, the need for library facilities is reflected in the number of sectoral, national and regional entities that require such services. Hence the public and private sectors, the universities and other educational institutions, the specialised programmes and agencies as well as the social and community programmes all need information of one form or another.

This study is divided into several sections. The first provides an overview of contemporary library developments in the Caribbean. The second deals with the issues related to manpower planning and the development of manpower planning models. Section three is concerned with the analysis of data from a series of surveys, the aims of which are to forecast the supply and demand of the labour force in libraries across the Caribbean region. In section four emphasis is placed on analysing qualitative information also emerging from the survey which will facilitate an assessment of the future development of library systems. The final section will be concerned with policy recommendations and guidelines for future action.

THE GENERAL STATUS OF LIBRARY DEVELOPMENT IN THE CARIBBEAN

An overview of the current state of library documentation and data systems in the Caribbean is necessary if for no other reason than to put into context the nature and scope of manpower requirements in the region. It brings into focus the major changes in emphasis and objectives across the region and identifies stated priorities in the planning of information systems. Chief among the initiatives is the Caribbean Documentation Centre (CDC) which has been given the responsibility for developing the Caribbean information system. This information system is conceived as "evolving from fragmented and *ad hoc* institutions to sectoral components within national systems through a gradual aggregation of sub-regional sectoral networks towards regional coordination by CDC".² With respect to the latter the CDC plays a critical role. It operates within the mandate of the Caribbean Development and Cooperation Committee (CDCC) established in 1977 and which is a permanent subsidiary body of the Economic Commission for Latin America and the Caribbean (ECLAC). The development of the information system means more specifically: strengthening and developing at the national and regional levels the services offered by libraries, archives and other documentation units in the Caribbean. The CDCC system coordinates the documentary services in the region so as to facilitate the planning processes at the national level. It concentrates on improving facilities for the collection and dissemination of information in the Caribbean and tends to focus on bibliographical requirements and documentation generally. CARISPLAN – the Caribbean Information System for Economic and Social Planning was the first sector to be organised. CARISPLAN abstracts and Current Awareness Bulletin are services that are presently available.

FIG. 2: CARIBBEAN CO-OPERATION GROUPINGS



Source: TCDC News No. 3, UNDP 1983, p. 9.

Another regional project, the Documentation Output and Research Service (DOERS) was initiated in 1976 by the Institute of Social and Economic Research, University of the West Indies, Mona. A Workshop on *Research and Documentation in the Development Sciences in the English-speaking Caribbean* held at the U.W.I. (Mona) in 1977 formed the basis for the implementation of a documentation and data centre. It is designed to more adequately meet the needs of researchers and practitioners in the development sciences, and to respond to the changing patterns in research from 'basic' to 'applied' to policy studies. DOERS places emphasis on the collection, analysis and dissemination of documentation on contemporary social, economic and political events and the development processes and strategies in the Caribbean. The second phase of the Project scheduled to commence in 1984-85 will include the establishment of a central social science data archive comprised of statistics issued by government, business and the academic community, the provision of statistical information in machine-readable and printed formats and the training of graduate students and practitioners in the methodology, collection and analysis of data.

The Caribbean Development Bank has developed a Technology and Energy Unit with a data base of energy and appropriate technology information. A further extension of this is the establishment of an Energy Information Network for the Caribbean Region³ based on the model of the Commonwealth Regional Renewable Energy Resource Information System (CRRERIS) in the Asia-Pacific region. While the Energy System is to function as a subsystem of the Caribbean Information System, the CARICOM Secretariat is developing a Caribbean Trade Information System for CARICOM countries. Initiatives are also being made for an Agricultural Information Network which will link with the regional agricultural focal point (AGRINTER) and the international centre (AGRIS) to provide comprehensive access to material for this sector; and to establish the Patent Documentation Network to facilitate access to foreign technology. Other sectors in which there are plans to develop similar networks include health, science and technology. What is still lacking is an infrastructure to promote a data system capable of storing, retrieving, disseminating and analysing any primary or secondary socio-economic data which is essential for a variety of activities but in particular for planning and forecasting.

In Jamaica NACOLADS updated its 1977 plan in 1983 in order to address the numerous trends and changes occurring in the information field locally, regionally and internationally. Since 1979 the National Library has been operating as the library primarily responsible for implementing NACOLADS' policies. The Scientific and Technical Information Network (STIN) and the Socio-Economic Network (SECIN) have begun operations. NACOLADS now proposes to incorporate the statistical information activities of the Department of Statistics and to establish a National Audiovisual Centre, a National Conservation Centre, and Health Science and College Libraries Networks. The development of the automation component of the plan will be given priority and it is proposed that automated systems will characterise the new phase.⁴

The Barbados Library, Archive and Information Network (BLAIN) became operational in 1982. Its main aim is to reorganise, improve and expand the existing provision of library, archive and information services and to expand their role. A further aim is the training of staff in the newer skills required by the impact of technology on the information fields.

For Trinidad and Tobago, the National Library, Information and Archives Service (NALIAS) has been established. Among its objectives are the development of a fully integrated national information system designed to meet the needs of the various types of library,

information and archival services. To achieve these objectives the public library services will be integrated, a school library programme developed and a National Library Complex is to be constructed. NALIAS also proposes to undertake a national survey of library manpower needs so as to be better able to plan for the training and recruitment of library personnel to meet the needs of the various sectors of the integrated service. In 1984 a large number of scholarships have been offered by the Trinidad and Tobago Government for students of librarianship. While this will be dealt with more fully in Section III of this study, it seems relevant here to identify this positive policy on the part of the Trinidad and Tobago Government as an indication of the importance it places on the library and information system in the overall development of the nation. At present Guyana has no national network. Initiatives, however, have been made to set up a network of scientific libraries under the aegis of the National Science Council. When this begins functioning, other networks in other areas will be established.

In the Windward Islands, St. Vincent has developed its national socio-economic focal point. The Government Library will offer services to a number of government agencies and liaise with the regional system. Dominica has had a UNESCO Survey for a National Library Plan. Under the plan the system will encompass the Documentation Centre, Schools Library Service and a Rural Library Service. This plan should be phased in within the next five years. In Grenada there are plans for the implementation of a National Information System. This would include the compilation of the national bibliography, the development of national referral services and the introduction of automated as well as audio-visual services.

In the Leeward Islands, St. Kitts is in the process of implementing its National Information Plan. The Government Documentation Centre which will serve government officials directly is to be established shortly. Montserrat is planning for the development of a national system which will include: a Coordinating Centre and Central Processing Unit, Public Library, Education Library, Government Technical Library and Archives and Records Management. Antigua will implement its National Information Plan within the next five years. The National Archives has now come on stream.

For the OECS countries as a whole developments in the structure and organisation of their information units have been the focus of Unesco sponsored studies. Some of the proposals for the creation of national information systems, referral centres, central processing units and national bibliographies formed part of the recommendations of these studies.⁵ Unfortunately they have not been widely available but apparently provide useful information on the state of the art in the OECS countries. Complementary to this has been the training programmes on cataloguing, management and abstracting and indexing undertaken by the CDC under the auspices of UN ECLAC, Trinidad and Tobago. This has been dealt with in more detail in the section on training.

The Archive Bill was passed in Belize in June 1984. The Central Planning Unit of the Ministry of Finance is developing a Government Library which will merge all the collections of the Ministries. This is to be located at Belmopan, the new capital where the major government and private sector offices are located. In the Bahamas there are projections for the development of the National Library within the next three to four years. Plans are being formulated for the development of the Library of the College of the Bahamas introducing the newer information technology, specifically automation, as a prototype library for the rest

of the library service. The libraries in Bermuda have produced a computerised National Bibliography as well as the Bermuda Union List of Serials. A modest programme of conservation of Bermudiana has been undertaken. Efforts are being made to establish a National Library and Information Network. To this end a survey of libraries was carried out in October 1983 and the proposals are being considered by the Ministry of Cultural Affairs.⁶ In the British Virgin Islands legislation for the formalization of the National Information System/Libraries, Archives, Museum was enacted in 1983. The National Library/Complex was also built. The system has instituted elements of a national focal point for information, including in its services referral, bibliographical and documentation work as well as current awareness programmes for its users.

Haiti is the only French speaking territory included in the survey. According to a recent study:

the general diagnosis is the following: virtually non-existent purchasing budgets, few qualified librarians, poorly maintained, under-exploited collections, low utilization, non-existent library networks, rudimentary cooperation and absence of any library development policy.⁷

But there have been improvements as well. Modern libraries have been developed in the Faculties of Agronomy and Medicine and the Institut National d'Administration, de Gestion et des Hautes Etudes Internationales (INAGHEI). Documentation Centres are developing in the Departments of Commerce and Planning and the Institut Francais recently opened a new public library in Port-au-Prince. There is also the clear recognition on the part of library personnel there of the need for true library networks, cooperation as well as the establishment of a library school locally if any meaningful library development is to take place. The setting up of library networks would have implications for manpower planning as there would be need for the provision of trained professionals to service these units. There would also need to be a library school to train these professionals.

In the Netherlands Antilles a National Library in Aruba is to be created on January 1, 1986. At present all services are run by the Public Library and these include a hospital library, a prison library, school library and bookmobile. Curacao lends support to the library system in Bonaire which comprises a public library, school library and bookmobile. Since 1979 the University of the Netherlands Antilles Library in Curacao has been coordinating the preparation of the Antillean Collection of all the islands which will be automated in August 1984. In the Republic of Suriname a new university library was constructed in 1983 and a planned programme of school libraries and special libraries has more recently been implemented. Efforts are also being made to establish a National Referral Service and a recommendation for the development of a National Library/Information Network is being considered by the Ministry of Education. A national bibliography is being compiled by the University of Suriname. In the Dominican Republic there is a drive to develop appropriate human resources in order to improve the quality of information services in the country as the need has been growing for good library services.

These developments also extend to new groupings of the libraries' labour force. For example there is a proposal initiated by the CDCC Secretariat for a Caribbean Congress of Information Professionals. The aim of this Congress is to facilitate a greater utilization of Caribbean expertise and national involvement in the decision-making process of Caribbean Information systems. The Congress will work towards the harmonisation of network inter-connection and the rationalisation of the development of sectoral networks.⁸ Recently,

also, a Working Group was set up to prepare a draft Constitution for a Latin American and Caribbean Public Library Association.⁹ In addition while on the one hand new specialised associations, like the Caribbean Association of Law Libraries¹⁰ and the Association of French-speaking Archivists, Librarians and Documentalists of the Caribbean (Association d'Archivistes, Bibliothecaires et Documentalistes Francophones de la Caribe)¹¹ are being formed, on the other hand the Association of Caribbean University Research and Institutional Libraries (ACURIL)¹² has extended its membership to include other categories of libraries. The existence of these groupings has potentially far-reaching implications for manpower issues in so far as they provide mechanisms for the exchange of ideas and techniques and for collaboration in activities.

At the level of training too, opportunities continue to be available for the upgrading of library professional and technical skills in the region. These are provided partly through the programmes offered in the Library Schools and Community Colleges in the region and partly through the existence of Fellowship programmes to facilitate training abroad. Training and the related research into library development are essential for raising the standards of information techniques and for ensuring that the library services can at least meet part of the demand from present and potential users. In this respect there continues to be a debate on technological capabilities and their implications for manpower availability and distribution. This debate is also most relevant to the issue of whether or not manpower planning models are really necessary.

SECTION II

THE RATIONALE FOR MANPOWER PLANNING MODELS

The indicators suggest that economic restraint will be a continuing feature of Caribbean economies in the 1980s. The persistence of inflation, balance of payments and foreign exchange problems, unemployment and underemployment all have implications for sectoral planning. There is nevertheless an increasing demand for a variety of library services to meet the information needs of the region and the need to address human and technological resources. Increases in population, the establishment of educational institutions at all levels, the implementation of various other programmes including literacy, science and technology, rural development and community welfare lead naturally to increases in demand for library and information services. One of the problems is establishing a supply of relevant skills to match the demand. The availability of actual or potential resources should be matched by financial and training considerations. In this respect the planning model becomes a complex composite of factors not all quantifiable. Human resource planning should therefore take into consideration both the long and short-term goals and how these relate to the available resources.

Manpower planning in libraries is not a normal activity but it is not entirely new to libraries and information systems. Margaret Slater maintains that manpower planning has been becoming increasingly common since the industrial revolution when recruitment, training and retraining schemes were essential features to match rapid expansion of firms to human and technical resources. However these tended to be discrete and unrelated concepts. The difference in approach to and the effects of manpower planning in the twentieth century are due to the recognition of the need to integrate a composite of factors as part of a consistent and unified manpower strategy oriented to future development.¹³ In the case of developing countries, the existence of manpower data and the implementation of related planning policy are by and large prerequisites for attracting grants and development assistance from international organisations.

In the United States of America and Britain the major trends in manpower planning for libraries and information systems are quite instructive. Especially since the 1960s in the USA and the 1970s in Britain, manpower problems have become major considerations for the library profession due to the fears of an oversupply of librarians and the effects this is likely to have on library systems and library schools. In the 1960s in the USA the shortage of professional librarians was estimated to be 100,000. This represented in effect the numbers needed to meet the required standards for service if such positions were budgeted for rather than actual vacancies.¹⁴ By the 1970s, however, the situation had changed as the increasing numbers of new library science graduates combined with slippage in the economy led to a decreasing demand for library personnel. The U.S. Department of Labour, Bureau of Labour Statistics (hereafter referred to as the BLS) report on *Library Manpower: A Study of Demand and Supply* conducted in 1972 has been criticised as overestimating the supply of and demand for librarians especially in school libraries. It projected a job market favourable to librarians from minority groups, community outreach librarians, media/ audiovisual specialists and library automation specialists. Experienced administrators and supervisory librarians also were expected to be in great demand.¹⁵ For the 1980s the situation seems to be more balanced leading to an assumption that for the remainder of the

1980s librarians in 'the market' can look forward to an improvement over the 1970s in their prospects both for employment and for job mobility.¹⁶

In Great Britain the prediction for the 1970s was for increased demand for library and information workers and an insufficient supply of qualified personnel. The energy crisis in the mid seventies among other factors was to change that view to the point where there is a felt danger that Britain is currently producing an over-supply of librarians. According to Nick Moore this is likely to reduce the mobility of the libraries' labour force so that more professionals are likely to spend their careers working for one or two libraries.¹⁷

Notwithstanding the differences in prognoses, both in the USA and Britain, it is increasingly being recognised that planning for the labour force in the library systems is as essential as improving physical and technological facilities if libraries and information systems are to develop as viable entities responsive to demands from society.

Increasingly, techniques are being continuously tested and modified to ensure that attitudes and values can be more scientifically monitored and analysed and statistical techniques more readily applied to human behaviour. In the social sciences, for example, the behavioural revolution in the 1960s led to an expansion in the models that were applied to input-output data for purposes of economic planning and the proliferation of public opinion and market research surveys. These techniques have contributed greatly to the ability of public and private sectors to forecast supply-demand behaviour at various levels, and the advent of the computer, and more recently the micro-computer has made data analysis packages available to individual researchers and other professionals. Consequently, manpower analysis and forecasting techniques have become within the reach of an increasing variety of organisations and individuals. Manpower analysis has an additional value, that of providing the information necessary for the operation of successful training programmes for the development of institutional services and individual skills.

Views on the usefulness of manpower planning range from cynicism to optimism. Some see manpower planning as capable of absolute prediction while others display varying degrees of acceptance and rejection of it as a meaningful tool for promoting library development. In the Caribbean the level of cynicism is indicated by the general opinion that it is an exercise with little relevance to the actual functioning of the library systems. The question asked repeatedly during this survey was: 'What happens next?' With particular reference to libraries and information systems, decision makers tend to pay lip service to their value yet relegate them to a peripheral role in the national priorities. In this respect recent pilot projects by Unesco, OAS and the British Council¹⁸ have made important recommendations concerning manpower needs for library systems in the Caribbean but these have mostly not been implemented. In Jamaica since 1977 there has been an active Manpower Working Party as part of NACOLADS which prepared a report on Manpower problems in Jamaica.¹⁹ Trinidad and Tobago is also engaged in a similar survey under the auspices of the National Library, Information and Archives Service (NALIAS).

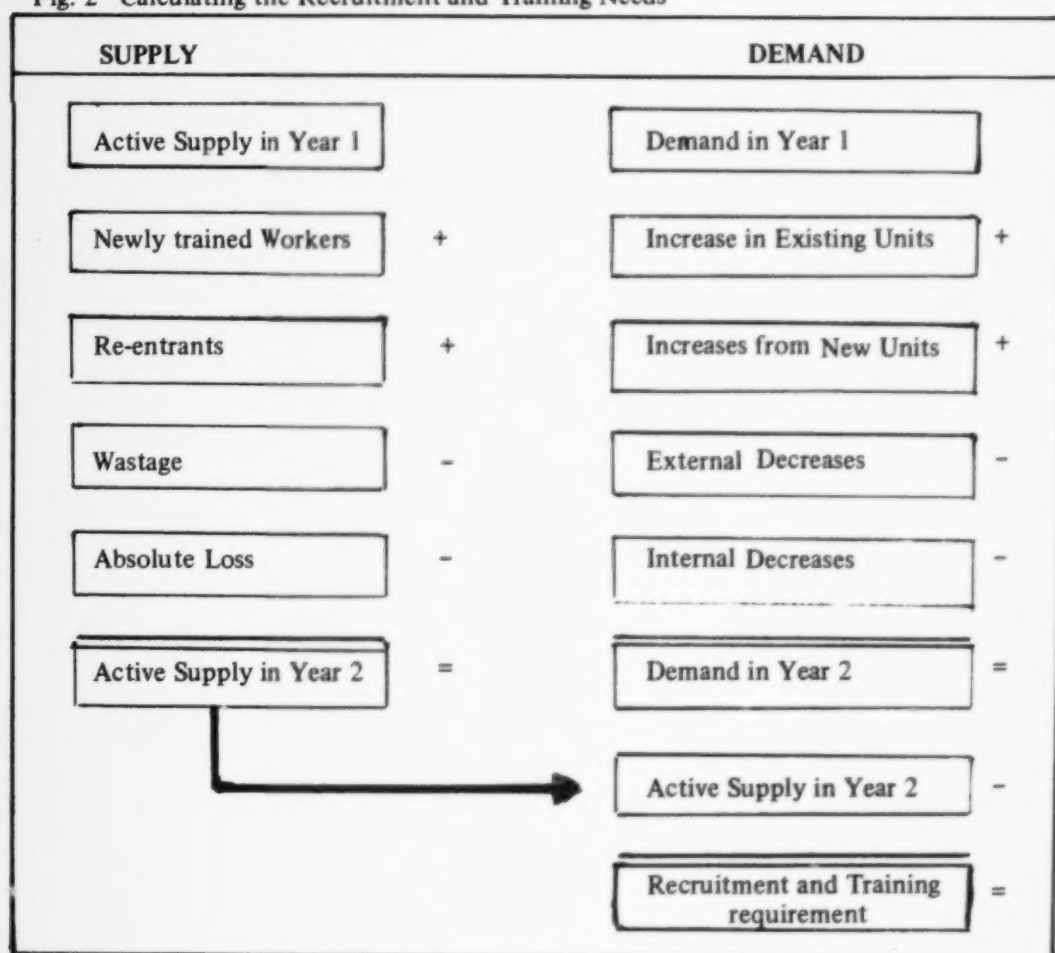
The Manpower Models

The model that is being applied in this study is basically the same as the version used in the pilot project. The major components of this model are inherent in supply and demand factors. On the supply side, it is necessary to identify the pool of available resources from among those who are qualified to work in libraries. This pool comprises those who are actively employed and those who are actively seeking employment in libraries and information systems. The total supply is therefore reflected in changes which occur through decreases and increases in the available number of library staff over prescribed periods of time.

There are some important variables in the determination of the supply of the library labour force which help to explain the causes of fluctuations over periods of time. The current staff, newly trained workers and those who re-enter the library system having had previous library experience or training increase the pool of available resources and therefore the supply. Those trained professionals who move to other occupations (wastage) and others who leave through natural causes like retirement (absolute loss) decrease the supply. On the demand side, the variables relate to increases and decreases in the number of positions for library staff. In this context, it is necessary to make the distinction between demand and needs: "Demand for services is defined as a willingness and ability to pay for those services, while the concept of "needs" involves the stated objectives of an organisation or community".²⁰ Increases in demand usually reflect expansion in the existing library or information units or the creation of new ones. Decreases are directly related to the reduction in the number of posts which may be due to several internal and external factors identified in the pilot study. Internal factors include increased productivity or the introduction of automation; external factors include the need to reduce expenditure in the light of the overall economic situation.

Whereas Figure 2 represents manpower planning in terms of supply and demand, Figure 3 equates the starting point of the manpower planning exercise with 'the active supply in Year 1' (Figure 2). It uses a heuristic approach to present data in an input-output form. Figure 3 therefore begins with a given supply of manpower at period I. In period II it assumes that there are two major processes at work. On the one hand the initial supply may be depleted by 'wastage' or 'absolute loss' of staff due to several factors, chief among which are 'budget' cuts and 'automation'. All these contribute to the Outputs from the library and information systems. On the other hand, there are additions to the manpower supply or Inputs which tend to result from the expansion of existing services or the creation of new units. These in turn lead to an influx of newly trained personnel and/or the re-entrance of those who had previously left the system. In period III manpower requirements will tend to be dependent on the extent to which Manpower supply (Period I) is offset by Output/Input factors (Period II). These requirements in turn can only be met by an adequate training and recruitment policy. As a result the model in Figure 2 will be used to describe specific labour force categories while Figure 3 represents the general trends among the various territories over periods of time.

Fig. 2 Calculating the Recruitment and Training Needs



$$\text{SUPPLY } S_2 = S_1 + a + b - c - d$$

Where S_1 = supply at the beginning of the period

S_2 = supply at the end of the period

a = the number of workers trained in the period

b = re-entrants during the period

c = wastage during the period

d = absolute loss during the period

$$\text{DEMAND } D_2 = D_1 + w + x - y - z$$

Where D_1 = demand at the beginning of the period

D_2 = demand at the end of the period

w = increases from existing units during the period

x = increases from new units created during the period

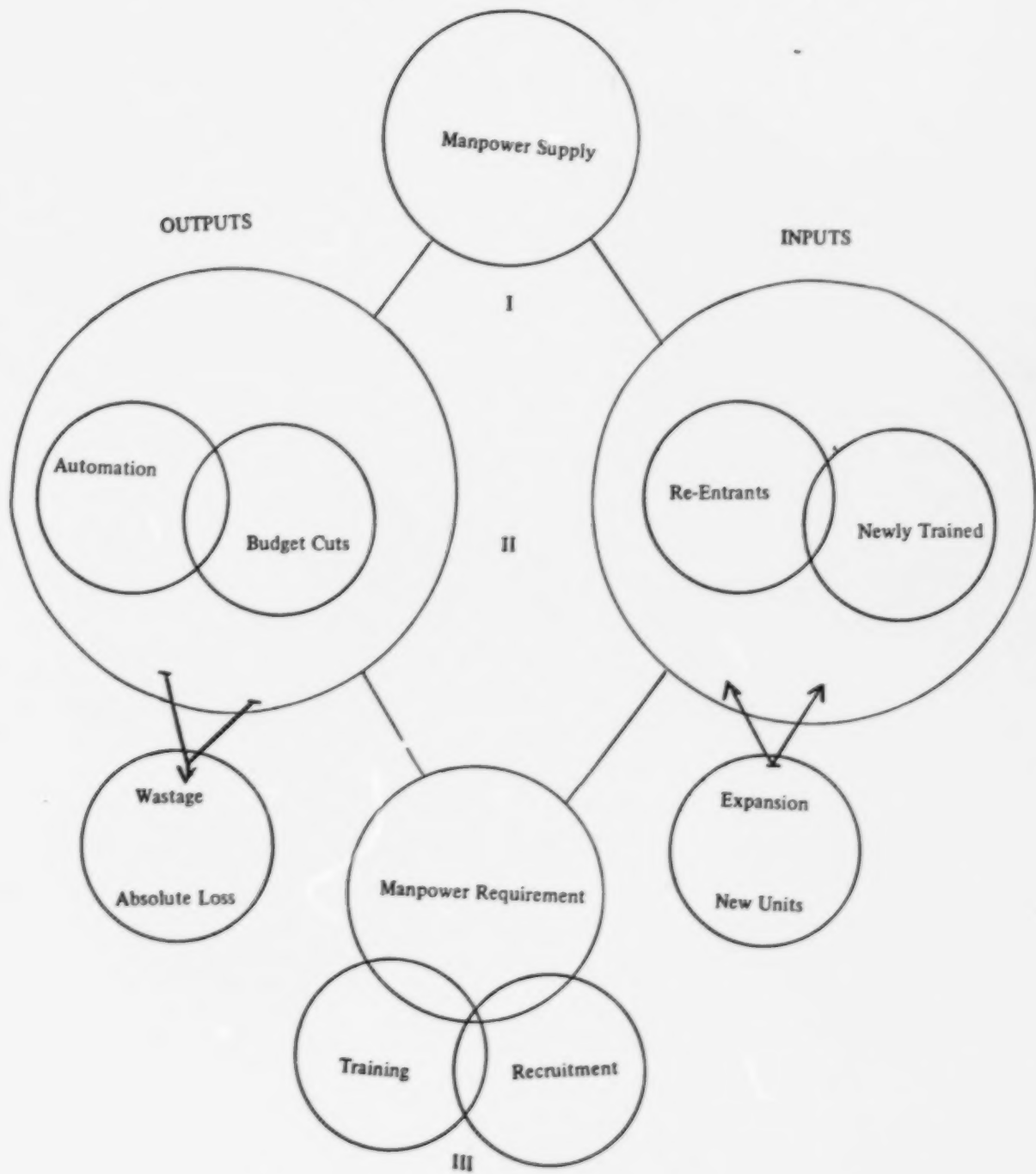
y = decreases from external factors during the period

z = decreases from internal factors during the period

$$\text{The overall recruitment and training requirement} = D_2 - S_2$$

FIGURE 3

INPUT/OUTPUT MODEL OF MANPOWER PLANNING



The models of manpower planning used in this study take into account the general patterns in the development of libraries and information systems in the Caribbean in the context of the contemporary social and economic climate. They draw upon a cross-section of opinion in this field, thereby seeking to establish a balance between theory and its application to library systems in the Caribbean. Of most importance here is the pilot study by Nick Moore. Among the main findings of this study were:

1. a considerable shortage of staff ranging from 30 percent for professional positions to 13 percent for para-professionals and 10 percent for clericals.
2. a relatively low turn-over rate among holders of professional positions, indicating a high degree of stagnation in the labour market.
3. a rapid expansion in human resources:-
 - (i) in the short-run (over a 12 month period): 48 percent of professional staff, 13 percent for para-professionals and 10 percent clerical.
 - (ii) in the long-run (over a five year period 1982-1986): 73 percent for professional staff, 55 percent for para-professionals and 23 percent for clericals.
4. a phenomenally high ratio of vacancies based on the current labour force.
 - (i) in the short-run: 98 percent for professionals, 63 percent for para-professionals and 27 percent for clericals.
 - (ii) in the long-run: 174 percent for professionals, 133 percent for para-professionals and 47 percent for clericals.
5. wastage of staff remains a problem insofar as trained personnel leave the system to go elsewhere outside the region.

Based upon the findings of the pilot study emphasis has to be placed on a clearly designed recruitment and training policy in order to alleviate the effects of such high rates of vacancies. To fill these vacancies require the recruitment of as many additional professionals and para-professionals as are currently employed. This implies increased demands being placed on the present training institutions in the Caribbean to produce the required skills with corresponding increases in the costs of both training and recruitment. When this factor is taken together with the projected wastage of staff, the situation appears even more serious. While there appears to be some overestimation in the pilot study of the short-term projections of wastage, its persistence at even a lower level could have deleterious consequences for manpower planning in the library systems in the Caribbean.

Generally the pilot study concluded that the higher the shortage of trained staff, the more likely the reduction in the efficient operation of the library, information and archive systems. Within the overall picture there are considerable variations between countries and between different sectors of the system: for example there seemed to be relatively little pressure on academic and school libraries but there was a very high recruitment and training need for professional staff in public libraries and archives during 1982 with moderately high levels for national libraries and special libraries and information units, during the 1982-1986 period. One of the main suggestions emerging from the pilot study was the need to develop strategies which would attract back into the system those qualified staff who were not currently working in the system and possibly individuals from abroad.

SECTION III

RESULTS FROM MANPOWER SURVEY (PART I)

The data on which this analysis is based are drawn principally from the first of a three-part survey administered to library systems in twenty countries in the Caribbean. Responses were received from nineteen countries. Part I of the survey aimed at eliciting statistical information on manpower supply and demand. In describing the results an effort is made to stick to the parameters of the models in Figures 2 and 3. There are certain limitations that constrain the analysis including the unevenness of the data collected and in some instances the paucity of desired information. These and other methodological issues are described in Appendix III. Yet the survey is representative of the region as a whole and its findings hopefully provide a realistic picture of the current and projected state of manpower resources in Caribbean library systems.

In this presentation emphasis will be placed on an examination of the overall trends and projections emerging out of the Survey. In some cases references will be made to specific features between countries and sub-regions within the sample in order to illustrate the major similarities and differences in the overall patterns. At the same time, keeping the analysis at the macro-level is one way of comparing the findings of this Survey with those of the 1981 pilot study. For convenience, data from all respondents on a variety of topics are given in Appendix I; comparisons between the findings in the pilot and present study are presented in percentages in Appendix II.²¹ A special statistical supplement has also been produced and is intended as a companion document to this study. It includes gross data for each of the nineteen countries which formed the basis of this manpower study. The major foci of this survey are on vacancies, job mobility, patterns of growth, indicators of supply and demand for library and information manpower and the current and projected recruitment and training needs.

Vacancies

There remains a relatively high proportion of vacant posts throughout the region. For the sample as a whole (Table I.1) 564 of a total of 3774 library posts or 14 percent remained unfilled in the year 1983. When the three categories of employees are taken separately in Table II.1 (Appendix II), the rate varied from 27 percent for professionals to 15 percent for para-professionals to 8 percent for clericals. A further examination of professionals by country reveals large variations, ranging from 100 percent in St. Kitts-Nevis where the number of posts (3) is relatively small, through to the Dominican Republic 95 percent, where the number of new posts (435) projected over the five year period 1984-88 is very high; to 45 percent in Guyana, 36 percent in the Netherlands Antilles; to 25 percent in Barbados and 5 percent in the Bahamas. A similar variation is shown for the para-professionals and clericals.

While the disparities among the countries may partly be explained by some unevenness in the respective data supplied, it is significant that when compared with the overall rate of vacancies (31 per cent) in the pilot study, there is a substantial reduction. One of the possible explanations for this is the actual implementation of new programmes between 1981 and 1983 throughout the region as a whole. It is significant, too, that the rate of vacancies among professionals is high. While there is no general agreement of what is an appropriate level of vacancies, yet, like levels of employment, the existence of vacancies may be determined by several factors including the general economic well-being of a state, or differing patterns of development among sectors in the economy, or the priorities given in budgetary allocations. In the case of the library system, the existence and/or persistence of vacancies would eventually lead to the inability of the system to respond to normal demand. In the Caribbean the

relatively high levels of vacancies are partly due to unattractive salaries, terms and conditions of service as well as a general lack of prestige, real or perceived, attached to the profession.

Change of Jobs

Vacant posts are normally associated with staff turnover. The implication is that a high turnover in staff tends to be equated with a high proportion of vacancies. The experience in the Caribbean does not appear to reflect this tendency. Out of a total number of 3774 jobs identified in the libraries across the region (Table I.1) there was a turnover in 373 of these (Table 2.1) or 10 percent. This level of job mobility included personnel moving from one job to another within the same country, from one country to another within the region and to library jobs outside the region. These trends are more clearly reflected in Table II.2 (Appendix II) where it is shown that among the three categories of staff there tends to be a higher rate of job turnover among para-professionals than among professionals. In the pilot study there was a significant difference between these two categories with the turnover rate for para-professionals being over one and a half times that for professionals. In the present study as shown in Table II.3 (Appendix I) summarizing the trends in job mobility, the percentage of those changing jobs within and outside the Caribbean varied only slightly between the professionals 13 percent and the para-professionals 14 percent. It should also be pointed out that while the overall turnover rate of library jobs falls between 9 and 12 percent (Table II.2) in both the pilot and present studies, the numbers were negligible (less than 1 percent) for those changing jobs from one country to another within the region. More people relocated away from the Caribbean than moved from one country to another within the Caribbean. Unlike the pilot study where turnover rate at 13 percent was less than half the vacancy rates (32 percent) in this study the difference between the two narrows considerably. The vacancy rate is 15 percent and the turnover, 10 percent. Therefore, while the pilot study concluded that there was low mobility among library staff, the evidence based on the vacancy-turnover ratio in this study points toward an opposite conclusion. However, these differences should be interpreted with caution since the major change occurred in the reduction of actual vacancies. This may have been influenced as much by movement among existing job holders as by the increase in recruitment to fill existing vacancies. This possibility is further examined later on in the section on recruitment.

Absolute loss

Related to job mobility where personnel tend to move from place to place within the same profession, there are instances where movement outside the system means that skills are lost to that system. In instances, for example, when library staff migrate to other countries outside the Caribbean, even to work in libraries their skills are a 'loss' to the library and information systems in the region. Tables II.4 and II.5 measure these losses from two points of reference. First, as shown in Table II.4, the absolute loss is in relation to the total supply of currently available library staff. With the exception of para-professionals the trends in the pilot study parallel those in this one where the overall loss of library and information personnel was 3 percent: ranging from 4 percent for para-professionals, 3 percent for clericals and 2 percent for professionals. The second way of looking at absolute loss (Table II.5) is to identify those leaving the system as a proportion of the total personnel with job mobility. The attempt is to indicate absolute loss only among the library staff with mobility. Here again the overall trends between the pilot (28 percent) and the present study (26 percent) are similar. When each category is taken separately the pilot study showed that absolute loss for professionals was 17 percent, para-professionals 31 percent and clericals 19 percent. In the present study

the figures were: professionals 15 percent, para-professionals 25 percent and clericals 47.8 percent.

Relating these factors to the Models in Figures 2 and 3, "job mobility" neither diminishes the 'supply' nor the 'inputs', even though it may lead to certain reallocations among categories of staff and different sections of the library system. 'Absolute loss', however, not only diminishes the supply but also adds to the 'outputs'. These have implications for 'future growth' as well as for policies related to training and recruitment.

Future Growth

Forecasts of future growth in manpower are derived in this study from an estimated projection given by experts in each of the countries. For greater reliability and consistency, the projected increases in jobs (1984) in Table 3.1 have been expressed as a proportion of the number of staff currently employed (3774) in (Table 1.1). In the overall sample for 1984, the estimate of growth was 26 percent. This means that there was a reasonable expectation that the number of actual posts for the period 1983-84 would have increased by approximately a quarter of those already established and occupied. When each category of staff is taken separately in Table II.6 the estimates of job expansion are: professionals 32 percent, para-professionals 31 percent and clericals 16 percent. Over the five year period 1984-88 the estimated expansion of jobs for the entire region was 11 percent per annum of which professionals would account for 14 percent, para-professionals 12 percent and clerical staff 7 percent.

Noting that there were unusually high projections for the Dominican Republic and the possibility that these may have distorted the picture for the rest of the region, it was decided to isolate the data for the Dominican Republic. The overall projections (Table II.8) then changed dramatically from 26 percent to 6 percent for 1984 and from 11 percent per annum to 3 percent for the five year (1984-88) period. The comparable projections for the three categories of staff also fell significantly, the new percentages being: professionals 13 percent and 6 percent per annum; para-professionals 4 percent and 4 percent per annum; and clericals 4 percent and 2 percent per annum. By contrast the Dominican Republic projected an expansion rate for 1984 (Table II.7) of approximately 132 percent over its 1983 staff and an annual increase of 46 percent over the five year (1984-88) period. Even when these are placed in the context of large scale expansion of services proposed in that country, there appears to be an overestimation. The possible explanation for the enormous disparity between the Dominican Republic and the other countries in the survey is that in the case of the former, emphasis was apparently placed on an estimation of 'needs'. The other countries placed emphasis on 'demand' which equates growth with the number of posts for which budgetary allocations are already committed or likely to be committed. The latter is a recognition of the fact that "needs" which often tend to be great, may not always be translated into demand.

It is interesting, however, that even with the inclusion of the Dominican Republic in Table II.6 the overall projections of current growth in the sample (26 percent) are still lower than those in the pilot study (35 percent). In that survey the estimates were 49 percent for professionals, 38 percent for para-professionals and 14 percent for clericals. In the short-term the overall projections for the present sample (11 percent per annum) are slightly higher than the pilot (9 percent per annum) of which the annual growth was 21 percent for professionals, 13 percent for para-professionals and 5 percent for clericals.

Recruitment and Training Needs 1984

Recruitment and training needs are generally a reflection of the rates of growth and the levels of vacancies. The patterns of each tend to be determined by more specific factors like the types of demand generated by new programmes or techniques or by the gaps in the supply of a particular kind of manpower resource due to 'wastage' or 'job change'. Table II.9 compares the current and short term recruitment and training needs in the pilot and present study. The percentages are derived from the relationships between the current and the projected five year needs on the one hand and the current and short-term demands on the other hand. There are no substantial differences between the two studies except that for professionals the current needs in the present study (50 percent of demand) are approximately 18 percent lower than the recruitment and training needs in the pilot study. For para-professionals the current recruitment and training needs are approximately the same (55-56 percent). A similar short-term trend emerges for this category of staff where the needs vary between 70-75 percent. For the professionals the short-term projections are 70 percent for the pilot and 68 percent for this study. What this means is that in the three years (1981-84) intervening between the two studies the training programmes have made only marginal impact on satisfying the needs for trained library personnel. Unless the possibilities for training professionals and para-professionals are increased rapidly, the projections for the next five years indicate that 'demand' will continue to outstrip 'supply'.

Once again it is important to note that when the statistics for the Dominican Republic are excluded (Table II.8) the picture changes significantly. The decreases in projected growth are between 30 percent and 60 percent. The current requirements in the present study for the other countries taken together are 20 percent for professionals, 24 percent for para-professionals and 4 percent for clerical staff. For the short-term period the projected growth rates are 23 percent per annum for professionals, 11 percent for para-professionals and 5 percent for clericals. Solutions to this latter situation are much more foreseeable, since what is required over the next five years is to generate a supply of professionals equivalent to approximately one quarter of the present labour force of professionals. Even so, as shown in Table 10.1 the requirements for some of the other countries, while not as acute as the Dominican Republic, remain relatively high. Among these are Guyana and Suriname where the current requirement for professionals is over 100 percent and again 57 percent per annum for Guyana in the short-term; Jamaica whose current requirement for professionals is 58 percent and 34 percent per annum for para-professionals over the short-term. For Trinidad and Tobago the current requirement for professionals is 35 percent; the short-term appreciably less (11 percent per annum), while Bermuda's short-term requirement is 50 percent. In Antigua, Dominica, Grenada, St. Kitts-Nevis and Belize there is a range of between 33 and 50 percent per annum in the short-term for professional and/or para-professional staff. Given the comparable high rate of vacancies identified for the respective categories of staff in these countries, it is reasonable to assume that their requirements may be largely met by appropriate training programmes linked to a policy of recruitment. In this context also, it is to be noted that plans for the expansion of services especially in Jamaica, Antigua, Grenada, the Bahamas, Belize and the Netherlands Antilles are partly responsible for increases in the requirements between the current and the five year (1984-88) period and range from 33 percent (in Jamaica) to 60 percent (in the Bahamas). In the case of Suriname, the planned expansion for university and public libraries largely explains the very high current and short-term needs for professionals.

Sectoral Variations

Overall trends for recruitment and training needs are useful only in so far as they help to put into context the more specific requirements for the respective sectors that comprise this survey. Focussing on the different types of libraries (Table 10.2) it is significant that of all the sectors in the survey the current needs of the archives are by far the highest. This is followed by college, public and national libraries whose current requirements exceed 100 percent of their present supply of professional staff. For para-professionals the highest need is recorded for university libraries (140 percent) followed by college libraries (129 percent) and public libraries (94 percent). By comparison, the high school libraries currently need approximately an additional 36 percent of their present professional staff while the special and national libraries and the archives need a little over one third of their present staff to satisfy their current demand. Turning to the projected five year (1984-88) requirements the need of the national libraries for professionals is highest (over 100 percent) while for the university, college and public libraries it is approximately two-thirds of current professional staff. With respect to para-professionals the most notable need is among university libraries (over 200 percent) and college libraries (57 percent). Special libraries (48 percent) and public libraries (47 percent) also have relatively high recruitment and training needs. It must again be pointed out that the very high rates indicated by the Dominican Republic have definitely skewed the data. When the Dominican Republic is excluded, the present rate of growth for professionals in university libraries for example will only slightly exceed the demand in the overall sample. The need for para-professionals is approximately 6 percent per annum. Of the other countries only Guyana and Suriname projected any significantly high needs. Their respective requirements are 19 percent and 22 percent per annum for professionals and 11 percent and 14 percent per annum for para-professionals.

With slight variations the overall trends in this study are comparable with those in the pilot study. One way of tackling the problem of matching 'needs' to supply is by training programmes which produce the required skills.

Training

In order to try and establish how responsive the present training programmes are to the expressed needs of library and information systems in the region, several questions in the general survey were intended to elicit the relevant information. Questionnaires were also administered to the three library schools in the region. There were responses from two of these: the Escuela de Bibliotecología de la Universidad Mundial in the Dominican Republic and the Department of Library Studies, University of the West Indies, Mona, Jamaica, which mainly serves the English-speaking Caribbean. Information on the Department of Scientific and Technical Information and Librarianship, University of Havana, Cuba, was extracted from the pilot study. Tables 11.1, 11.2 and 11.3 summarize the past, present and projected output from the three library schools. When these are matched against the current and short-term recruitments (Tables 4.1, 5.1, 10.1 and 10.2) the inadequacy of the output from the region's library schools is quite remarkable.

The Library School in the Dominican Republic was established in the late 1970s. This university level training is expected to produce approximately 90 professional librarians over the next seven years. More recently the Library School has initiated a programme of training of *auxiliares de bibliotecas* (para-professionals). These training programmes for para-professionals are expected to produce a minimum of two hundred auxiliares. Emphasis has

been placed on two important aspects of training: archive administration as well as librarianship and literacy. At the same time there are 10 students doing postgraduate degrees, 50 doing undergraduate degrees and 88 pursuing non-degree courses outside the country. Even with this projected level of training, it is unlikely that the Dominican Republic would be able to adequately satisfy its demand over the next five years for trained personnel to man its library and information services.

The Department of Library Studies, Mona, inaugurated in 1971, offers two programmes – the Bachelor of Arts with a major option in library studies, a three year programme and a Postgraduate Diploma in Library Studies for one year. At present there is a total of five full-time and eight part-time Faculty. Of the full-time teaching staff one is a full-time practising librarian. There have been no major changes in the basic curriculum for the last five years but there are proposals for changing the formal course of instruction for its graduates over the next three to ten years. These include a revision of the Diploma programme which would introduce a short intensive foundation course and 5 other courses to be taught over the remainder of the academic year. The Administrative and Bibliographic courses presently merged will be offered as two single courses: General Bibliography and Administration would be taught in the first semester and specialisations in the second and third semesters. There are also plans for the introduction of a Master of Arts Programme by course work, a Master of Philosophy Programme by thesis and a Diploma in Archival Studies. Much of this will depend on the easing of the difficulty in recruiting staff in Information Science, Archival Studies and Audio-visual Librarianship in which areas current training is inadequate.

Besides the degrees offered by the Department of Library Studies, library training for candidates of the English-speaking Caribbean has been available through two main sources. First, training was provided through the prevailing British pattern of pre-professional recruitment followed by in-service study for the examinations of the Library Association leading to the associateship (ALA) or fellowship (FLA) of the Association.²² Since 1975, however, this facility is no longer available to local librarians. Second, students pursue undergraduate and postgraduate library degrees abroad. The majority of students of librarianship were at the time of the survey, apparently, pursuing courses in the region. Eight were reported to be doing undergraduate degrees, two were in post-graduate courses and twenty-nine in other non-degree courses. Trinidad and Tobago is somewhat unique in the region in the awarding of scholarships for librarianship. In 1984, 57 training awards were granted for the following programmes: (a) 29 for undergraduate degrees to be followed by postgraduate degree/diploma in library science; of these 8 have to be used for study outside the Caribbean and 21 either in or out of the Caribbean; (b) 28 for the diploma in library and/or information science, 5 of these for study out of the Caribbean and 23 in the Caribbean.

With the exception of Trinidad and Tobago, there appears to be no major national programmes in the English-speaking Caribbean to facilitate the training of library and information personnel. While Unesco and other international funding organisations continue to provide some assistance, respondents were overwhelmingly of the view that inputs from training remain inadequate to meet the minimum demands of viable library and information units in the English-speaking Caribbean.

Professional training in the Netherlands Antilles is pursued for the most part in Holland. At present there are eighteen students studying in Holland at both undergraduate and postgraduate levels. One interesting aspect of training is that in Aruba the Library sponsors three months attachments for students from Holland and the British Virgin Islands. In the Republic

of Suriname most of the training of professionals is also done in Holland. In Suriname itself over the past eight years the Cultural Centre of Suriname (Public Library) has offered a two year course for approximately 25 para-professionals. The course is run for two groups of para-professionals mainly – those in Special and University Libraries and those in Public Libraries. However, financial problems may inhibit its further development.

Haiti has no local library school. At present there is 1 student at postgraduate level and 5 doing non-degree courses within the Caribbean.

– Adequacy of Training

In order to assess what the employing institutions thought about the quality of the trained personnel they were currently recruiting, the following two questions were asked:

1. *"How well do library education and training prepare graduates for work in your library?"*
2. *"Are there any areas in which the library feels current training is inadequate or irrelevant? If so, what areas?"*

Respondents stressed two related factors: much depended on (1) the institution where the training took place and (2) the options offered in any particular school.

In reply to the first question respondents felt that, given the duration of the programmes, they provided graduates with introductory preparation in the basic discipline. Views ranged from good to unsatisfactory with the majority stating that the programmes were reasonably adequate. In response to the second question the dominant opinions pointed to the lack of specific professional, managerial, communication and public relations skills. Some respondents were of the view that where graduates did not have prior experience, formal courses should be supplemented by practical training attachments and continuing education programmes. There was also the view emerging in the OECS countries that in many institutions where the complement of staff was small, it was not always possible to have intensive on-the-job training and/or attendance at courses, except these were on a short-term basis. Added to this is the fact that graduates in the smaller countries are often immediately put in managerial positions in the libraries.

Within the different language groupings respondents identified specific areas which required either improvement and/or inclusion in the respective curricula of institutions providing training. In the English-speaking Caribbean the most commonly noted areas were abstracting and indexing, automation, audio-visual and non-book material. The courses on abstracting and indexing run by CDC (ECLAC) were especially mentioned as addressing a vital need.²³ Relatively few employers listed cataloguing yet this was the area which, according to the experts, presented the greatest difficulty in recruiting staff. Generally, respondents stressed the highly theoretical nature of the training programmes which led to suggestions by respondents that in the case of the Department of Library Studies (UWI) the fieldwork attachment should be extended from six weeks to three months. Since the DLS fieldwork attachment has been three months for some time it leads to the assumption that some employing institutions in the region which have taken students from the Department on attachment are under the impression that the six weeks spent in their institutions is the maximum practical training required by the Department in partial fulfillment of the degree/diploma. Another recurring problem noted by over half of the respondents was that graduates seem unable to adapt techniques in response to changing circumstances. It was suggested that there was a need

for a systems approach to education and training and the use of practical 'management and initiative' exercises. Deficiencies perceived in the managerial aspects of training included the need for management skills for problem solving and task analysis, supervisory and interpersonal skills for promoting and maintaining a desirable work atmosphere. Mention was also made of the need for skills in public relations and the use of the communication media. The academic and special libraries, and to a lesser extent the public libraries, stressed the need for graduates with proper grounding in non-library subjects. Also expressed was a desire for staff with knowledge of foreign languages, science subjects and Caribbean affairs. The concern seems primarily with enhancing skills and ensuring that the knowledge brought to the application of the theories of librarianship is as relevant and as detailed as possible. Foreign languages for example would allow local librarians to communicate more effectively across linguistic boundaries. The need for more librarians with a science background is self-evident in an era when emphasis throughout the region is being placed on science and technology. Knowledge of Caribbean Affairs has apparently been suggested since lack of grounding in relevant Caribbean subjects has been seen by about one-third of the sample to affect the quality of general and reference services that librarians offer. In the case of the Department of Library Studies (U.W.I.) it is interesting to note that the special library sector felt that the training was biased towards the public libraries and the public library sector felt that the training was biased towards the special libraries.

In the Dutch-speaking countries over 90 percent of professional training is pursued in Holland. Though it was felt that the training was good, nevertheless it was not always relevant to the local environment. Graduates had to readjust and modify their training to function effectively in the local systems. Areas that were reported as deficient were library management, public relations and knowledge of the Caribbean.

While Haiti has no established library school its librarians have recognised the need for Haitian students to be trained within the region. It has already instituted an in-service training programme for its members in the Association of French-speaking Archivists, Librarians and Documentalists of the Caribbean. Areas specifically noted as deficient are indexing, bibliography and 'animation'. In the Dominican Republic there was the recognition that library education become more professional and be more integrated into university programmes.

One additional issue raised by a small percentage of respondents is the need for 'serious research' on aspects of librarianship which relate to critical issues and techniques and at the same time provide empirical bases for influencing public policy towards libraries and librarianship. It was suggested that greater emphasis on research could be built into the programmes of the library schools especially in relation to the Diploma and the proposed graduate training schemes in the region. These views seem to reflect those Lowell A. Martin made over a decade ago:

It remains for the library schools to raise the quality of both faculty and graduates and to take a more definite place in the forefront of professional research and planning. People make institutions as much as institutions make people. Library personnel will determine the extent to which the long established agency of the library can prove at once adaptable and purposeful in the future.²⁴

From the projections of trained library output from the library schools in the region it is unlikely that the training institutions will be able to produce the numbers required for the development of the services or even to fill the existing vacancies.

SECTION IV

PERCEPTIONS AND ATTITUDES ON MANPOWER ISSUES

The preceding analysis of the data on manpower planning provides concrete information on the basis of which projections may be made and policy decisions may emerge. However, it was felt necessary to elicit responses from a cross section of librarians in each of the countries in our sample, on various aspects of library development relevant to the planning process in their respective countries.²⁵ These opinions, often based on considerable knowledge of the systems, have provided a useful point of reference that is complementary to the findings in the previous section. The main concerns were with perceptions of changes in the nature and scope of duties performed by different categories of library staff over the next five to ten years; the impact of technological development and its effects on the changes in job requirements and the educational qualifications of staff; an assessment of the present training programmes in preparing librarians for the tasks projected for the future and the measures taken to alleviate current and future manpower problems.

MAJOR CHANGES

The responses indicate that generally more librarians are becoming involved in activities which help to promote the services in their respective systems and are conscious of the need for collaborative work for the development of national and regional library systems. Within the special and academic libraries emphasis is being placed on indexing, abstracting, bibliography, research and publishing. A number of routine tasks such as cataloguing, serials, reference work traditionally done by professional librarians are now being gradually handed over to para-professionals. This development is further facilitated by the fact that increasingly, persons with academic degrees are accepting positions as para-professionals. The problem, (largely supported by the survey data) is that this category of library staff is relatively mobile. The professional librarian therefore spends a considerable amount of time in the training and retraining of staff. As a result the view has been expressed that perhaps persons with lower qualifications (i.e. below university entrance requirements) would be a better investment in terms of continuity and stability. One possible solution is offered by the operations of the University of the Netherlands Antilles in Curacao, where students are used on a part-time basis to catalogue and classify material.

There are two opposing views in relation to this development. On the one hand it is felt that all the years of effort to obtain higher status for librarians will be wasted if traditional professional tasks are relinquished to non-professionals. On the other hand some librarians feel that unless professional librarians can free themselves of certain routine tasks in order to give more attention to information packaging/brokerage/marketing and research activities which would effectively demonstrate the value of information to the public, policy makers and planners, they will not succeed in enhancing the image of the profession.

Most of the respondents were of the view that within the Special Library sector, the professional staff/subject specialist/documentalists have expanded their subject work to include indexing, abstracting, SDI services and data base searching. Automated storage and retrieval systems have also been developed in a small but significant number of information units. Parallel to this development is the need for the information specialist to acquire the subject knowledge required for serving the parent institution. In some instances information personnel have recently added user education to their work programmes. Programmes for the

training of professionals in user education were carried out recently in some of the English-speaking Caribbean states and most respondents believe they should become a permanent feature.

Reports on the school library sector (secondary and tertiary institutions) indicate very little change in the traditional responsibilities within staff categories. However, because of the cost of books as well as the greater emphasis on self-study and project work, librarians and teacher/librarians are called upon for more detailed subject and reference work and to increase liaison with the teaching staff. An interesting feature in this sector is the fact that whereas most librarians in schools come directly under the school system, in Trinidad and Tobago the librarian is a civil servant. This in some instances leads to problems resulting from conflicting lines of authority.

One of the most important developments in recent years has been the introduction of formal training courses for library technicians in institutions such as the Barbados Community College and the Exed Community College, Jamaica. A Workshop on Para-professional Training sponsored by the Department of Library Studies, U.W.I. which included representatives from Barbados, Guyana, Jamaica and Trinidad and Tobago, considered the various training courses with a view to developing a regional policy. Increasingly para-professionals are being hired by libraries and from reports they are performing creditably. Yet there are a number of factors which need to be addressed including the standardization of the entry requirements for admission to courses for library technicians and accreditation of the certificate, especially with respect to salary and promotion.

Originally, it was expected that the para-professional (i.e. library assistant) would advance to professional status with adequate and available training opportunities. In most of the countries this is no longer the case because of the low salaries and status of the library profession. The marketability of library skills without at least a first degree is increasingly limited. This grade of staff are two types: the first job entrants who will move on when a more lucrative position becomes available; and those with considerable 'on the job' training and experience. With respect to the latter, many are supervising the work of junior para-professionals and are responsible for the operations of a small section of the unit. In the Dominican Republic there is considerable reliance on para-professionals who perform technical and administrative functions which, in other systems are normally done by senior professionals. For example a large number of libraries are managed by para-professionals. In Suriname para-professionals are in such great demand that a 'code of ethics' has evolved governing the employment of para-professionals who wish to move from one unit to another. The decision is usually made in favour of the unit with the greatest need. These situations are largely necessitated by the dearth of professional staff. It however raises important questions about the role and scope of para-professionals in the development of library and information systems in the region.

CLERICAL STAFF

The major changes with respect to the work of the clerical staff is that they are now required to operate more advanced machines and a greater number of them for example word processors. In time it is anticipated that many of the former routine tasks involved in typing, filing and retrieval of documents will be minimized.

COPING WITH PROJECTED DEMAND

With the notable exception of Haiti, duties and skills required for the future all seem to centre around plans and expectations for the automation of library functions in all the countries and in all types of libraries except primary and secondary school libraries. The views expressed on the effect of the computer on the manpower situation imply the delegation of technical duties to the non-professional staff, changes in the ratio of professional to para-professional and non-professional staff and reduction in the work of para-professionals. It has been recognised that automation introduces a new element to recruitment and training policies as systems analysts, programmers, data processors and computer operators are high on the list of requirements identified by the respondents.

Our respondents also identified the need for more subject specialists within the various systems as one way of developing current and future library and information programmes. The list of specialist skills includes public relations, report writing, preparation of material for non-print media, organisation and management of human and physical resources, knowledge of Caribbean socio-economic developmental issues, ability to deal with ethnic and cultural needs of a migrant population, statistics, industrial relations, foreign languages. Concerning the more technical aspects, there is need for technicians to work with audio-visual and microform material. Machine operators, commercial and paste-up artists and staff with knowledge of conservation techniques are also essential.

In order to establish what respondents considered to be desirable attributes in prospective recruits, they were asked the question: "Beyond the minimum entry requirements, what qualifications do you seek? Additional education, experience, personal characteristics, etc." The most common characteristics in descending order of importance were:- commitment, professionalism, ability to work with people and willingness to serve the public; dynamism, self assertiveness and ability to promote the cause of the library; instructional skills, ability to perform effectively with the minimum of supervision, recognition of ethnic and cultural differences; exposure to cultural activities, willingness to work during the evenings and on Saturdays, physical strength and good manners.

Turning to the issue of the changing educational manpower requirements over the next five (5) to ten (10) years the most significant development was identified as the training at the para-professional level and the acceptance of the Library Technician Certificates by a growing number of employing institutions. There is also the view that librarianship is fast becoming a graduate profession with the professional training at the postgraduate level. Special library/information unit personnel are increasingly pursuing graduate qualifications without which it is becoming extremely difficult to gain promotions to the highest levels of the systems. The introduction of the staff positions of indexers in special libraries is also creating an increased demand for these skills. In addition to the overwhelming recognition of the need for the acquisition of appropriate training to cope with the new information technology, the need for training in management, communication and industrial relations was identified.

THE SUPPLY PROBLEM

Respondents commented on the relatively high turnover rate among newly trained recruits especially those with University qualifications. This to a large extent is consistent with the statistical trends which emerged out of the manpower survey. The continuing level of 'wastage' is in many cases viewed as counter-productive to the regional, local and in-service training programmes. There are three factors compounding this problem. First, there is a severe shortage of trained manpower for the newer technological skills at both the professional and para-professional levels. Second, the high percentage of vacancies and the low replacement rates especially in the government services persist. Third, many of the professionals employed in the library units of government services have held their posts for between 10 and 20 years, with an increasing number tending toward the latter end of the scale. At the same time, retired teachers seem to be attracted to the profession. With special reference to para-professionals in the government service recruitment policies are often made according to Civil Service regulations which further constrain the ability to reallocate resources to match new demands or services. From the evidence presented, there is also a discernible pattern of job mobility among professional librarians in the government services, i.e., from public to statutory/private commercial/special libraries, then either to enter the university library or out of the profession altogether.

MEASURES TAKEN TO ALLEVIATE MANPOWER PROBLEMS

Libraries have tried in various and in some cases, novel ways to deal with the shortage of manpower in the systems. Professionals are encouraged to take advantage of continuing education programmes by way of scholarships, short courses, seminar/workshops, attachments. Other methods employed to fill professional vacancies include the use of graduates after intensive training programmes, Peace Corps and other voluntary service organisations, use of university students to catalogue, use of library school students on field work assignments, technical assistance from CARICOM and UN ECLAC, suspension of 'useless' posts to improve salaries, extensive use of temporary and acting appointments.

Finally with a view to eliciting information on the kinds of specialists that libraries find difficulty in recruiting, we asked the following question: "In what positions (e.g. systems analyst/programmer, automation, reference, serials, cataloguing) do you currently experience difficulty in recruiting qualified personnel?" Our respondents recorded the greatest difficulty in recruiting among cataloguers. Next in descending order of difficulty were automation specialists, audio-visual, conservation, middle management and supervisory personnel. There was no difficulty in recruiting para-professionals and clerical staff, especially typists.

SECTION V

CONCLUSIONS

The conclusions here relate mainly to two aspects of this study: the findings from the survey and the instruments used for generating these findings, viz., the manpower forecasting model. In some instances recommendations have been made.

1. THE FINDINGS FROM THE SURVEY

Recruitment and Training

Libraries and information systems in the Caribbean generally face a major recruitment and training problem. The persistence of a relatively high rate of vacancies and the continued depletion of the stock of professionals and para-professionals either through 'wastage' or absolute loss is only part of the explanation. The other part of the explanation is that current and future growth have created a need for new recruits and for related training programmes. This need of course varies among types of libraries as well as among the countries covered by the sample. As a consequence the increasing dependence on para-professionals across the countries has been well established. There are two positions which have been proposed for dealing with this trend. One is to establish a more consistent policy of training, recruitment and conditions of service to ensure that para-professionals are more formally incorporated into the library systems. The other is to give priority to the training and recruitment of professionals, utilizing the para-professionals only as support staff in the library and information systems. The implications for policy are twofold: either institutionalize the para-professionals to the extent that they become interchangeable at certain levels with the professionals or adopt a flexible policy whereby the para-professionals are used mainly as assistants rather than as substitutes for the professionals. Of the two, there seems to be a strong case for the latter option which places emphasis on increasing the supply of professionals to cope with effective demand. At the same time there is a need to implement more widely such schemes as the Library Technicians' course to ensure that more para-professionals possess the desired level of technical competence to perform routine functions. Such an approach would provide the professionals with more time to do creative work.

Vacancies

Given the persistence of relatively high rates of vacancies in specific types of libraries in the different countries, it may be useful to establish a better policy to encourage movement of critical skills within the region. It is especially noticeable that while job changeover among all categories of library staff is generally low, such changes as exist between countries are insignificant. One possible reason is the strict immigration and work permit policies which militate against easy movement of most types of workers. Another is, perhaps, that most of the highly skilled professionals are attracted to opportunities outside of the region in the first instance.

Specialists

In the short-run the major institutions in the region specialising in library training have already adapted their curricula to respond to some of the dominant needs. It is, however, doubtful whether at the present rates of training, an adequate supply of relevant manpower can be generated. Emphasis on short specialised courses and continued support for

graduate training abroad; will in the short-run have to continue to supplement the ongoing programmes in the regional library schools. Especially too, given the growing demand for subject specialists, the stock of professionals may be enhanced by attracting non-library graduates with highly required specialist skills into the library.

Automation

Based on the general consensus, except among the elementary and high school libraries, of the need for automation, it is anticipated that systems analysts will be among the main areas of need in the short-run. But the plans for automation from the expectations expressed do not seem to be based on investigations of the application of computer technology to the particular units. They do not appear to take fully into account the need to rationalise the workload of the professionals and the need for more professional staff in order to undertake the additional functions without any major curtailment of the normal services. The costs of getting and maintaining these skills as well as the possibility of continued reliance on imported technology and personnel have yet to be examined. One of the main objectives should be to enhance the manpower capabilities within the region and to reduce the dependence on the foreign expert.

Sharing of Resources

One possibility for resolving this situation is to encourage the regional and national library systems to promote and utilize greater cost-sharing devices in the short-run to eliminate the duplication of scarce human and financial resources. An example of this trend is the National Library of Jamaica which has a team of librarians to assist libraries in the government service to organise and upgrade their collections. This idea could be extended to include other libraries locally as well as regionally, since the economic restraint presently prevailing in the Caribbean would not permit the large-scale employment and training of the personnel required to meet the information needs of the region. The CDC, CARICOM and CDB libraries on a regional scale can also play a major role in the rationalisation of these resources. While CDC and CARICOM may extend their capabilities in areas of national planning and socio-economic information, the CDB whose Technology and Energy Unit (TEU) has recently been established, could collaborate with other agencies such as CARIRI, the Scientific Research Councils and Universities of the various countries to promote development in science and technology information. Organisational networks on special interests across the countries offer a possible solution.

Creating a Viable Lobby

Plans and programmes, however feasible, without effective mechanisms for implementation, are not necessarily of much practical value. In this regard the national and regional Library Associations must create more effective lobbies. An increasing number of government officials and persons in strategic decision-making sections in the public and private sectors sit on the various national and local committees concerned with matters that affect libraries. With few exceptions, these efforts have been mainly directed towards increasing the emoluments for library personnel, conditions of service, scholarships and the provision of adequate funds for the development of the services. Attempts should be made to collectively involve these officials in the formulation of policies for the library systems and therefore a commitment to their implementation. The case of NACOLADS in Jamaica is one example of the achievements that are possible from such an approach to planning for library development.

2. MANPOWER FORECASTING MODELS

Replication

Most of the observations on the technical aspects of the methodology and the model are contained in Appendix III. The experience of this study accords with the assessment of the pilot study "that useful results can be obtained using an unsophisticated model linked to a simple data collection system".²⁶ This has been demonstrated at two levels: first, the present study, by adopting the model used in the pilot has generated a flow of comparative information which in turn provides a useful basis for planning. Second, it indicates areas for modifying and improving the model, which could enhance the future quality of forecasting.

Standardization

One of the critical problems in the execution of the survey was the non-existence of a standardized method of collecting information. In this respect the proposed Congress of Information Specialists for the Caribbean could be made responsible for this activity. At the same time a Register of Librarians with an annual update would seek relevant information and would become an official source of regular and recent data from individual librarians. Once a standardized system of documentation is adopted the statistical data could be processed by computer. Quantitative changes in the number of library personnel employed could then be observed easily. Nick Moore's proposal²⁷ for the compilation of a kit and manual is a useful suggestion and if adopted could ease the problems of librarians in agreeing on the categories of data and the definitions of the categories.

Mailed Questionnaires

Mailed questionnaires are not a good method for carrying out manpower surveys in the Caribbean. The problems of the vagaries of the mail have been well documented. The very real and many-sided problems which exist in many of the countries of the region limit the effectiveness of this tool. Personal interviews are more reliable and more worthwhile as proven by the experience of a recent team investigating manpower problems in eight selected Eastern Caribbean countries.²⁸ They could compare what was being reported on the questionnaires with what was actually taking place in the libraries. Tele-communication facilities are too costly for critical feedback.

Quantitative/Qualitative

This study followed up quantitative information with an interview schedule which elicited qualitative data based on the perceptions and judgements of library experts throughout the region. Although the latter sample was by no means random, the richness of the information provided an invaluable supplement by which to inform the analysis generally.

The Future

Future directions for manpower forecasting in the Caribbean are implicit in the above conclusions on recruitment and training, vacancies, specialist librarians, automation, cost-sharing devices, creating an effective lobby as well as on the nature and scope of manpower forecasting models. The immediate need is to build up the necessary capabilities in the region for effectively monitoring and planning for library development.

The Survey generated a wealth of data, much of which was not analysed fully in this report. Consequently emerging from this study are several areas for future research. Among these is the need to disaggregate the information according to the various sub-regions. The sub-regions may be classified according to linguistic boundaries (English, Dutch, Spanish and French) or economic ones such as most developed (MDCs) and least developed countries (LDCs). In such instances comparisons would be made among countries that share homogeneous qualities whether of culture or economics and would minimize some of the possible distortions and increase the reliability of overall projections. Another important area for future investigation is a more careful examination of the impact of technology on developments across the various library systems. Simultaneously there is need to assess the technological capabilities of the present and projected manpower resources. These in turn have implications for policies related to training and recruitment. Other important aspects of manpower planning should include management capabilities and the levels of financial resources allocated to libraries and information systems. These were not dealt with in the present study yet they are perhaps most vital aspects of creating and sustaining viable libraries and information systems.

FOOTNOTES

- ¹ Nick Moore, *Survey of Library and Information Manpower Needs in the Caribbean*, Paris: Unesco, 1982.
- ² Wilma Primus, The Caribbean Documentation Centre (CDC): the Caribbean Information System and CARISPLAN, *Carinet*, 1, No. 2 (December 1982), p. 2.
- ³ Workshop on Energy Information Systems sponsored by the Commonwealth Science Council and the Caribbean Development Bank, Port-of-Spain, Trinidad, May 14-18, 1984.
- ⁴ "Activities of NACOLADS", *Carinet*, 1, No. 2 (December 1982), p. 10.
- ⁵ The existence of these studies was pointed out by Dr. Alma Jordan. However, at the time of writing copies of these reports were not available to us. The principal investigator, Carol Collins, Librarian, CARICOM Secretariat Library also did an earlier survey on this subject. See Carol Collins "Existing facilities for meeting the information needs of Planners and Policy Makers in the CARICOM member states" in *Regional Cooperation for Access to Information In the Caribbean*, a report of a UN/ECLA Meeting of Librarians and Documentalists, Port-of-Spain, 22nd Nov. - 2nd Dec., 1977, UN/ECLA, Port-of-Spain, 1978, pp. 69-86.
- ⁶ This survey was carried out by K. Harrison in October 1983.
- ⁷ J. Wilfred Bertrand, "Plea for a Re-organisation of Haitian Libraries", *Journal of Information Science, Librarianship and Archives Administration*, Unesco, (Apr.-June 1981), p. 123.
- ⁸ Primus, *ibid.*, p. 4.
- ⁹ This emerged out of a Unesco Regional Meeting on the Present Situation and Strategies for the Development of Public Library Services in Latin America and the Caribbean held in Caracas, Venezuela, October 25-29, 1982.
- ¹⁰ The inaugural meeting of the Caribbean Association of Law Libraries was held in Port-of-Spain, Trinidad, May 1984.
- ¹¹ This society was founded at Fort-de-France in 1979 comprising Haiti, French Guiana, Martinique and Guadeloupe.
- ¹² This was a proposal for eligibility of membership in the Association to be reviewed to include National Library Associations, Regional Library Associations, Special Interest Library Associations, Schools of Library and Information Studies, National Planning Agencies for Library and Information Services. Personal Membership was also to be actively encouraged. The proposal was discussed at the Executive Council Meeting held in Puerto Rico in November 1983 and was submitted to the Constitution and Bye-Laws Sub-Committee for consideration at the 15th ACURIL conference held in Port-of-Spain, Trinidad, May 1984.
- ¹³ Margaret Slater, "Manpower Planning and Research", *Aslib Proceedings*, 32 (10), (October 1980), p. 384.
- ¹⁴ Margaret Myers, "Library Personnel: Supply and Demand", *Drexel Library Quarterly*, 17 (3) (Summer 1981), p. 97.
- ¹⁵ *Ibid.*, p. 99.
- ¹⁶ Nancy A. Van House, Nancy K. Roderer and Michael D. Cooper, "Librarians: A Study of Supply and Demand", *American Libraries*, (June 1983), p. 361.
- ¹⁷ Nick Moore, "Manpower Planning in Libraries", (London: Library Association, 1980), p. 10.
- ¹⁸ See Nick Moore, *Ibid.* (Unesco), Hazel Bennett, J. Cover and K. Mungo, "Manpower Survey in Selected Caribbean Countries", (Kingston: Department of Library Studies/Organisation of American States, 1983); "Survey of Library Development Needs (including Staff/Manpower Needs)", commissioned and completed by an International Library Consultant for the British Virgin Islands under the auspices of the British Council.

¹⁹National Council on Libraries Archives and Documentation Services (NACOLADS), *Working Party Report on Manpower Development Resources*, April 1983.

²⁰Michael D. Cooper, "An Analysis of the Demand for Librarians", *Library Quarterly*, 45, (October 1975), p.375.

²¹While the actual percentages are recorded in the Tables in this section it was decided that in the reporting they should be rounded off to the nearest whole number.

²²Dorothy Collings, "Library education in the English-speaking Caribbean," *Unesco Bulletin for Libraries*, Vol. 27, no. 1 (Jan-Feb. 1973), pp. 12-17.

²³In recent years CDC (ECLAC) organised a series of short courses/workshops to provide on the job training for a cross section of librarians and para-professionals in a variety of libraries. The tutors were drawn from a pool of local experts and the programme was coordinated by Mrs. Durrant-Payne, UN (ECLAC) librarian responsible for training.

²⁴Lowell A. Martin, *Manpower and Education*, *Library*, 1982, p. 381.

²⁵Part II of the interview schedule for this study was an adaptation of the BLS survey. See U.S. Department of Labor, Bureau of Labor Statistics, "Library Manpower: A Study of Demand and Supply", Bulletin 1852 (Washington: Government Printing Office, 1975).

²⁶Moore, *ibid.*, p. 27.

²⁷This refers to a proposal for producing a kit and manual which has been submitted to Unesco for consideration.

²⁸Bennett, *ibid.*, p. 9.

BIBLIOGRAPHY

- BENNETT, Hazel, J. COVER, K. MUNGO, *Manpower Survey in Selected Caribbean Countries*, Unpub. MS., Kingston: Department of Library Studies/Organisation of American States, 1983.
- BROOME, E.M. "Library Manpower Planning", *Aslib Proceedings* 32 (10) (November 1973): 400-414.
- The Caribbean Community in the 1980s*: report by a group of Caribbean Experts, Georgetown: CARICOM, 1981.
- CRETH, S. "Personnel Planning, Job Analysis, and Evaluation, With Special Reference to Academic Libraries", *Advances in Librarianship* 12 (1982): 47-97.
- DAVINSON, D.E. "Manpower Planning", *New Library World* 75 (890) (August 1974): 161-162.
- ECLA, *Regional Cooperation For Access to Information in the Caribbean* (CEPAL/CARIB 78/5), Port-of-Spain: ECLA, 1978.
- ECLA, *Report on the Latin American Information Infrastructure for Development, with special reference to the Caribbean* (E/CEPAL/CLADES/L.9), Santiago: ECLA, 1981.
- GREENE, J.E., Carol COLLINS (eds.), *Research and Documentation for Development Sciences in the English-speaking Caribbean*, Kingston: ISER, U.W.I., 1977.
- GREENE, J.E., Reive ROBB, "National Primary Socio-Economic Data Structures – Barbados, Jamaica, Trinidad and Tobago", *International Social Science Journal* 33 (2) (June 1981), pp. 393-414.
- MOORE, Nick *Manpower Planning in Libraries*, London: Library Association, 1980.
- MYERS, Margaret, "Library Personnel: Supply and Demand", *Drexel Library Quarterly* 17 (3) (Summer 1981): 94-117.
- SLATER, M. "Manpower Planning and Research", *Aslib Proceedings* 32 (10) (October 1980): 381-386.
- U.S. Department of Labor, Bureau of Labor Statistics, "Library Manpower: A Study of Demand and Supply", *Bulletin* 1852 (Washington: Government Printing Office, 1975).
- VAN HOUSE, N.A., N.K. RODERER, M.D. COOPER, "Librarians: A Study of Supply and Demand" *American Libraries* 14 (6) (June 1983): 361-370.
- WHITE, H. "Library Education: A Strategy For the Future", *Wilson Library Bulletin* 56 (2) (October 1981): 105-109.

APPENDIX I

STATISTICAL TABLES

Table 1.1.	- Staff Employed, Vacant Posts and Total Posts at December 31, 1983
Table 2.1	- Wastage and Change of Jobs
Table 3.1	- Future Growth
Table 4.1	- Supply and Demand 1984 - The Current Position Professional Staff
Table 5.1	- Supply and Demand 1984 - The Current Position Para-Professional Staff
Table 6.1	- Supply and Demand 1984 - The Current Position Clerical Staff
Table 7.1	- Supply and Demand 1984 - 1988: The Short-term Forecast, Professional Staff
Table 8.1	- Supply and Demand 1984 - 1988: The Short-term Forecast, Para-Professional Staff
Table 9.1	- Supply and Demand 1984 - 1988: The Short-term Forecast, Clerical Staff
Table 10.1	- Current and Short-term Recruitment and Training Needs by Territory
Table 10.2	- Current and Short-term Recruitment and Training Needs by Types of Libraries
Table 11.1	- Department of Library Studies, University of the West Indies, Mona, Kingston, Jamaica - Output 1975 - 1986
Table 11.2	- Escuela de Biblioteconomia de la Universidad Mundial, Dominican Republic - Output 1975 - 1986
Table 11.3	- Department of Scientific and Technical Information and Librarianship, University of Havana, Cuba - Output 1975 - 1985

TABLE 1.1

35

Country ALL RESPONDENTS

STAFF EMPLOYED, VACANT POSTS AND TOTAL POSTS AT DECEMBER 31, 1983

		Pub.	Univ.	Coll.	School Elem. High		Spec.	Nat.	Archives	Total
STAFF EMPLOYED										
Professional	FT	161	162	36	64	76	148	32	26	705
	PT	8	4	2	30	31	10	2	4	91
Para-profes- sional	FT	403	277	90	102	161	273	91	83	1,480
	PT	51	8	5	46	12	30	31	3	186
Clerical	FT	374	198	57	14	43	129	90	173	1,078
	PT	153	6	4	51	2	12		6	234
VACANT POSTS										
Professional	FT	99	18	7	16	21	20	7	29	217
	PT									
Para-profes- sional	FT	141	20	27	15	15	8	5	7	238
	PT	4					2	1		7
Clerical	FT	49	10	4			6	6	9	84
	PT	18								18
TOTAL POSTS										
Professional	FT	260	180	43	80	97	168	39	55	922
	PT	8	4	2	30	31	10	2	4	91
Para-profes- sional	FT	544	297	117	117	176	281	96	90	1,718
	PT	55	8	5	46	12	32	32	3	193
Clerical	FT	423	208	61	14	43	135	96	182	1,162
	PT	171	6	4	52	1	12		6	252

FT = the number of staff working full-time, PT = the number of staff working part-time

TABLE 2.1

Country ALL RESPONDENTS
WASTAGE AND CHANGE OF JOBS

	Pub.	Univ.	Coll.	School Elem. High		Spec.	Nat.	Archives	Total
CHANGED JOBS IN SAME COUNTRY									
Professional	34	35	1		2	13	3	2	90
Para-professional	71	102	3	5	3	24	4	1	213
Clerical	4	14				10	1	2	31
CHANGED JOBS IN CARIBBEAN									
Professional		3							3
Para-professional								1	1
Clerical									
MOVED OUTSIDE CARIBBEAN									
Professional	5	2	4			2	1		14
Para-professional	2	7				12		1	22
Clerical	2					3			5
LEFT LIBRARY & INFORMATION WORK									
Professional	5	8	1				2	2	18
Para-professional	43	4	5	1		4	11		68
Clerical	13	8	4			1	7		33

TABLE 3.1

37

Country ALL RESPONDENTS

FUTURE GROWTH

	Pub.	Univ.	Coll.	School Elem. High		Spec.	Nat.	Archives	Total
NEW POSTS 1984									
Professional	20	37	31	38	31	45	17	36	255
Para-profes- sional	58	125	75	61	78	71	31	25	524
Clerical	21	31	41	20	12	32	27	21	205
NEW POSTS 1984 - 1986									
Professional	152	104	97	69	62	95	106	31	716
Para-profes- sional	164	218	151	115	160	154	122	38	1,122
Clerical	73	62	120	40	33	33	79	37	477

TABLE 4.1

38

Country ALL RESPONDENTS

PROFESSIONAL

SUPPLY AND DEMAND 1984 - THE CURRENT POSITION

	Pub.	Univ.	Coll.	School Elem. High		Spec.	Nat.	Archive	Total
<u>SUPPLY</u> Staff in post at December 31, 1983	181	168	38	57	144	158	34	30	810
<u>MINUS</u> Likely wastage 1984	44	44	2		2	13	5	2	112
<u>EQUALS</u> Supply at December 31, 1984	137	124	36	57	142	145	29	28	698
<u>DEMAND</u> Total posts at December 31, 1983	264	184	45	73	163	178	41	59	1,007
<u>PLUS</u> Growth 1984	20	37	31	38	31	45	17	36	255
<u>EQUALS</u> Demand at December 31, 1984	284	221	76	111	194	223	58	95	1,262
<u>RECRUITMENT AND TRAINING NEED</u> Demand at December 31, 1984	284	221	76	111	194	223	58	95	1,262
<u>MINUS</u> Supply at December 31, 1984	137	124	36	57	142	145	29	28	698
<u>EQUALS</u> Recruitment and Training need 1984	147	97	40	54	52	78	29	67	564

Total recruitment and training need 1984

564 Professional staff
 Para-professional staff
 Clerical staff

TABLE 5.1

39

Country ALL RESPONDENTS

PARA-PROFESSIONAL

SUPPLY AND DEMAND 1984 - THE CURRENT POSITION

	Pub.	Univ.	Coll.	School Elem. High		Spec.	Nat.	Archive	Total
<u>SUPPLY</u> Staff in post at December 31, 1983	452	285	94	139	182	304	122	85	1,663
<u>MINUS</u> Likely wastage 1984	115	106	8	6	3	30	5	3	276
<u>EQUALS</u> Supply at December 31, 1984	337	179	86	133	179	274	117	82	1,387
<u>DEMAND</u> Total posts at December 31, 1983	597	305	122	154	197	313	128	89	1,905
<u>PLUS</u> Growth 1984	58	125	75	61	78	71	31	25	524
<u>EQUALS</u> Demand at December 31, 1984	655	430	197	215	275	384	159	114	2,429
<u>RECRUITMENT AND TRAINING NEED</u> Demand at December 31, 1984	655	430	197	215	275	384	159	114	2,429
<u>MINUS</u> Supply at December 31, 1984	337	179	86	133	179	274	117	82	1,387
<u>EQUALS</u> Recruitment and Training need 1984	318	251	111	82	96	110	42	32	1,042

Total recruitment and training need 1984

1,042

 Professional staff
 Para-professional staff
 Clerical staff

TABLE 6.1

40

Country ALL RESPONDENTS

CLERICAL

SUPPLY AND DEMAND 1984 - THE CURRENT POSITION

	Pub.	Univ.	Coll.	School Elem. High		Spec.	Nat.	Archive	Total
<u>SUPPLY</u> Staff in post at December 31, 1983	527	204	62	65	45	141	90	179	1,313
<u>MINUS</u> Likely wastage 1984	19	12	4			15	7		57
<u>EQUALS</u> Supply at December 31, 1984	508	192	58	65	45	126	83	179	1,256
<u>DEMAND</u> Total posts at December 31, 1983	594	207	65	65	45	157	96	183	1,412
<u>PLUS</u> Growth 1984	18	31	44	20	12	32	27	21	205
<u>EQUALS</u> Demand at December 31, 1984	612	238	109	85	57	189	123	204	1,617
<u>RECRUITMENT AND TRAINING NEED</u> Demand at December 31, 1984	612	238	109	85	57	189	123	204	1,617
<u>MINUS</u> Supply at December 31, 1984	508	192	58	65	45	126	83	179	1,256
<u>EQUALS</u> Recruitment and Training need 1984	104	46	51	20	12	63	40	25	361

Total recruitment and training need 1984

 Professional staff
 Para-professional staff
 361 Clerical staff

TABLE 7.1

Country ALL RESPONDENTS

PROFESSIONAL

41

SUPPLY AND DEMAND 1984 - 1988: THE SHORT-TERM FORECAST

	Pub.	Univ.	Coll.	School Elem. High		Spec.	Nat.	Archive	Total
SUPPLY Staff in post at December 31, 1983	181	168	38	64	136	159	34	30	810
MINUS likely wastage 1984 - 1988	76	103	4		5	35	15	7	245
EQUALS Supply at December 31, 1984	105	65	34	64	131	124	19	23	565
DEMAND Total posts at December 31, 1983	264	184	44	91	145	179	41	59	1,007
PLUS Growth 1984 - 1988	156	94	97	77	54	95	106	31	710
EQUALS Demand at December 31, 1988	420	278	141	168	199	274	147	90	1,717
RECRUITMENT AND TRAINING NEED Demand at December 31, 1988	420	278	141	168	199	274	147	90	1,717
MINUS Supply at December 31, 1984	105	65	34	64	131	124	19	23	565
EQUALS Recruitment and Training need 1984- 1988	315	213	107	104	68	150	128	67	1,152

Total recruitment and training need 1984 - 1988 1,152 Professional staff
 Para-professional staff
 Clerical staff

TABLE 8.1

Country ALL RESPONDENTS

PARA-PROFESSIONAL

42

SUPPLY AND DEMAND 1984 - 1988: THE SHORT-TERM FORECAST

	Pub.	Univ.	Coll.	School Elem. High		Spec.	Nat.	Archive	Total
SUPPLY Staff in post at December 31, 1983	453	285	95	139	181	303	122	85	1,663
MINUS Likely wastage 1984 - 1988	226	240	24	21	8	166	8	11	704
EQUALS Supply at December 31, 1984	227	45	71	118	173	137	114	74	959
DEMAND Total posts at December 31, 1983	599	305	122	154	196	313	128	89	1,906
PLUS Growth 1984 - 1988	164	218	151	115	160	154	122	38	1,122
EQUALS Demand at December 31, 1988	763	523	273	269	356	467	250	127	3,028
RECRUITMENT AND TRAINING NEED Demand at December 31, 1988	763	523	273	269	356	467	250	127	3,028
MINUS Supply at December 31, 1984	227	45	71	118	173	137	114	74	959
EQUALS Recruitment and Training need 1984- 1988	536	478	202	151	183	330	136	53	2,069

Total recruitment and training need 1984 - 1988

 Professional staff
 2,069
 Para-professional staff
 Clerical staff

TABLE 9.1

Country ALL RESPONDENTS

CLERICAL

43

SUPPLY AND DEMAND 1984 - 1988: THE SHORT-TERM FORECAST

	Pub.	Univ.	Coll.	School Elem. High		Spec.	Nat.	Archive	Total
SUPPLY Staff in post at December 31, 1983	527	204	62	64	45	139	90	178	1,309
MINUS Likely wastage 1984 - 1988	29	14	23		7	43	8		124
EQUALS Supply at December 31, 1984	498	190	39	64	38	96	82	178	1,185
DEMAND Total posts at December 31, 1983	594	207	65	65	45	152	96	183	1,407
PLUS Growth 1984 - 1988	69	60	120	40	33	43	75	37	477
EQUALS Demand at December 31, 1988	663	267	185	105	78	195	171	220	1,884
RECRUITMENT AND TRAINING NEED Demand at December 31, 1988	663	267	185	105	78	195	171	220	1,884
MINUS Supply at December 31, 1984	498	190	39	64	38	96	82	178	1,185
EQUALS Recruitment and Training need 1984- 1988	165	77	146	41	40	99	89	42	699

Total recruitment and training need 1984 - 1988

 Professional staff
 Para-professional staff
 699 Clerical staff

TABLE 10.1 CURRENT AND SHORT-RUN RECRUITMENT AND TRAINING NEEDS
BY TERRITORY*
(in percentages)

Territory	Recruitment and Training Needs			
	Professionals		Para-Professionals	
	Current 1984	Short-run 1984-88	Current 1984	Short-run 1984-88
Barbados	33.3	13.7	1.8	4.7
Guyana	121.1	56.8	4.5	12.2
Jamaica	58.1	17.0	18.1	33.9
Trinidad and Tobago	4.7	34.7	3.8	11.1
Antigua	25.0	37.5	3.8	8.2
Dominica	700.0**	20.0	70.0	90.0
Grenada	133.3	16.6	15.0	52.0
Montserrat	25.0	10.0	0	30.0
St. Kitts- Nevis	350.0	320.0	80.0	200.0
St. Lucia	23.5	11.1	0	20.0
St. Vincent	37.5	6.6	17.1	50.0
Bahamas	10.2	19.4	0.81	15.3
Belize	25.0	25.0	2.2	8.8
Virgin Islands	-	-	20.0	4.0
Neth. Antilles	26.6	7.2	0	2.4
Haiti	40.0	8.0	20.0	2.1
Dominican Republic	267.0	126.2	84.2	68.3
Bermuda	10.5	18.4	50.0	0
Surinam	240.7	120.8	28.7	27.1

* Compiled from data in Tables 7.1, 8.1, and 9.1

** One professional currently employed and seven vacancies

TABLE 10.2 CURRENT AND SHORT-TERM RECRUITMENT AND TRAINING NEEDS
BY TYPES OF LIBRARIES*
(in percentages)

Types of Libraries	Recruitment and Training Needs			
	Professionals		Para-Professionals	
	Current 1984	Short-term (1984-88) Per Year	Current 1984	Short-term (1984-88) Per Year
Public	107.2	60.0	94.3	47.2
University	78.2	65.5	140.2	212.4
Elementary	94.7	32.5	61.6	26.6
High	36.6	10.3	53.6	21.1
College	111.1	62.9	129.0	56.3
Special	53.7	24.1	40.1	48.1
National	100.0	134.7	35.8	23.8
Archives	239.2	58.2	39.0	22.5
Total	80.8	40.7	75.1	43.1

*This Table is a composite of Tables I.4.1 and I.5.1

TABLE 11.1

Department of Library Studies,
University of the West Indies,
Mona, Kingston, Jamaica

OUTPUT 1975 - 1986

Year	First degree Bachelor of Arts 3 years	Postgraduate Diploma in Library Studies 1 year	Total
1975	25	10	35
1976	16	11	27
1977	9	6	15
1978	17	6	23
1979	13	14	27
1980	12	8	20
1981	20	6	26
1982	14	10	24
1983	15	10	25
1984	21	14	35
1985	21	10	31
1986	19	10	29

TABLE 11.2

Escuela de Biblioteconomía
de la Universidad Mundial
Dominican Republic

OUTPUT 1975 - 1986

Year	Auxiliares De Bibliotecas	Total
1975	40	40
1976	75	75
1977	90	90
1978	120	120
1979	250	250
1980	160	160
1981	175	175
1982	200	200
1983	200	200
1984	250	250
1985	275	275
1986	300	300

TABLE 11.3

DEPARTMENT OF SCIENTIFIC AND TECHNICAL INFORMATION
AND LIBRARIANSHIP, UNIVERSITY OF HAVANA, CUBA

OUTPUT 1975 - 1985

	First degree BS in scientific Information 5 years	Postgraduate MS in Scientific Information 3 years	Part-time	Total
1975	48	-	-	48
1976	-	86	-	86
1977	30	67	112	209
1978	-	245	118	363
1979	-	132	102	234
1980	31	69	73	173
1981	32	26	30	88
1982	50	30	30	110
1983	50	-	30	80
1984	50	-	30	80
1985	50	-	30	80

Extracted from Nick Moore *ibid.* p.61

APPENDIX II

COMPARATIVE FINDINGS: PILOT AND PRESENT SURVEYS

Table II.1	- Vacancies in Caribbean Library Systems 1981-1983
Table II.2	- Patterns in Job Mobility Within and Outside the Caribbean by Category of Staff
Table II.3	- Overall Patterns in Job Mobility Within and Outside the Caribbean, by Category of Staff
Table II.4	- Absolute Loss by Category of Staff
Table II.5	- Absolute Loss Among Those with Job Mobility by Category of Staff
Table II.6	- Current and Short-term Future Growth by Category of Staff
Table II.7	- Current and Short-term Future Growth by Category of Staff, Dominican Republic Only
Table II.8	- Current and Short-term Future Growth by Category of Staff, Excluding Dominican Republic
Table II.9	- Current and Short-term Recruitment and Training Needs by Category of Staff
Table II.10	- Current and Short-term Recruitment and Training Needs by Category of Staff Excluding Dominican Republic

TABLE II.1 VACANCIES IN CARIBBEAN LIBRARY SYSTEMS 1981-1983
(in percentages)

VACANCIES BY CATEGORY OF STAFF

Category of Staff	Pilot (1981)	Present (1983)
Professionals	44.3	27.2
Para-Professionals	15.4	14.7
Clericals	11.2	7.7
Total	31.7	14.9

$$\text{Vacancies \%} = \frac{\text{Number of vacancies}}{\text{Current supply (number of staff)}} \times 100$$

TABLE II.2 PATTERNS IN JOB MOBILITY WITHIN AND OUTSIDE THE CARIBBEAN
BY CATEGORY OF STAFF
(in percentages)

Category of Staff	Same Country		Caribbean		Out of Region	
	Pilot	Present	Pilot	Present	Pilot	Present
Professionals	12.3	11.3	.003	.33	2.9	1.7
Para-Professionals	23.2	12.7	.003	.003	10.7	1.3
Clericals	8.2	2.3	-	-	2.0	.003

$$\text{Job Mobility \%} = \frac{\text{No. Changing Job in Same Country/C'bean/Out of Region}}{\text{Current Supply (no. of staff)}} \times 100$$

TABLE II.3 OVERALL PATTERNS IN JOB MOBILITY WITHIN AND OUTSIDE
THE CARIBBEAN, BY CATEGORY OF STAFF
(in percentages)

Category of Staff	Job Mobility	
	Pilot	Present
Professionals	14.8	13.4
Para-Professionals	23.6	14.1
Clericals	8.4	2.7
Total	13.2	10.0

$$\text{Overall Job Mobility \%} = \frac{\text{Total Job Change}}{\text{Current Supply}} \times 100$$

TABLE II.4 ABSOLUTE LOSS BY CATEGORY OF STAFF
(in percentages)

Category of Staff	Absolute Loss	
	Pilot	Present
Professionals	2.8	2.2
Para-Professionals	10.7	4.0
Clericals	2.0	2.5
Total	4.4	3.1

$$\text{Absolute Loss \%} = \frac{\text{Total Leaving Library Service}}{\text{Current Supply}} \times 100$$

TABLE II.5 ABSOLUTE LOSS AMONG THOSE WITH JOB MOBILITY
BY CATEGORY OF STAFF
(in percentages)

Category of Staff	Absolute Loss	
	Pilot	Present
Professionals	16.6	14.5
Para-Professionals	31.2	25.0
Clericals	19.2	47.8
Total	27.8	25.5

$$\text{Absolute loss among those with Job Mobility} \% = \frac{\text{Total Leaving Library Service}}{\text{Total Job Mobility \& Leaving Library jobs}} \times 100$$

TABLE II.6 CURRENT AND SHORT-TERM FUTURE GROWTH BY CATEGORY OF STAFF
(in percentages)

Category of Staff	Future Growth			
	Current		Short-term	
	Pilot	Present	Pilot	Present
Professionals	48.7	32.0	21.0	14.1
Para-Professionals	37.3	31.4	12.6	11.9
Clericals	14.4	15.6	5.0	6.7
Total	35.6	26.0	8.9	10.7

$$\text{Current Future Growth \%} = \frac{\text{Current Demand}}{\text{Current Supply}} \times 100$$

$$\text{Short-term Future Growth \%} = \frac{\text{Projected Demand}}{\text{Projected Supply}} \times 100$$

TABLE II.7 CURRENT AND SHORT-TERM FUTURE GROWTH BY CATEGORY OF STAFF
DOMINICAN REPUBLIC ONLY

Category of Staff	Future Growth			
	Current		Short-term*	
	Pilot	Present	Pilot	Present
Professionals	457.8	38.3	175.7	98.7
Para-Professionals	139.7	141.3	43.8	38.9
Clericals	147.7	87.4	38.9	37.8
Total	177.5	131.6	46.1	46.5

* Percentages of short-term future growth are given on a per annum basis.

TABLE II.8 CURRENT AND SHORT-TERM FUTURE GROWTH BY CATEGORY OF STAFF
EXCLUDING DOMINICAN REPUBLIC

Category of Staff	Future Growth			
	Current		Short-term	
	Pilot	Present	Pilot	Present
Professionals	22.2	13.2	9.4	6.0
Para-Professionals	1.1	4.1	5.7	4.2
Clericals	3.7	3.5	1.5	2.0
Total	5.3	5.7	4.0	3.3

TABLE II.9 CURRENT AND SHORT-TERM RECRUITMENT AND TRAINING NEEDS
BY CATEGORY OF STAFF
(in percentages)

Category of Staff	Recruitment and Training Needs			
	Current		Short-term	
	Pilot	Present	Pilot	Present
Professionals	67.8	50.4	70.0	68.2
Para-Professionals	54.9	56.3	74.5	69.5
Clericals	24.7	23.8	34.7	44.6

TABLE II.10 CURRENT AND SHORT-TERM RECRUITMENT AND TRAINING NEEDS
BY CATEGORY OF STAFF (in percentages) EXCLUDING
DOMINICAN REPUBLIC

Category of Staff	Future Growth			
	Current		Short-term	
	Pilot	Present	Pilot	Present
Professionals	24.2	19.9	28.5	22.6
Para-Professionals	20.6	24.3	18.2	11.4
Clericals	4.6	3.9	7.6	5.4

$$\text{Current R \& T Needs \%} = \frac{\text{Current Demand} - \text{Current Supply}}{\text{Projected Supply}} \times 100$$

$$\text{Short-term R \& T Needs \%} = \frac{\text{Short-term Demand} - \text{Short-term Supply}}{\text{Projected Supply}} \times 100$$

APPENDIX III

METHODOLOGY

The survey of Library and Manpower needs was undertaken in the period between October 1983 and July 1984, as the follow-up to the pilot study done in 1981-1982 by Nick Moore. Information was gathered by means of mailed questionnaires administered to library and information personnel in twenty territories in the Caribbean and to the Library Schools at the University of the West Indies (Kingston, Jamaica), the Escuela de Bibliotecologia de la Universidad Mundial, Dominican Republic and the Department of Scientific and Technical Information and Librarianship, University of Havana, Cuba.

The survey which began in January 1984 was expected to be completed in three months. Instead, owing to delays in receipt of responses, deadlines for the completion of the fieldwork were continuously revised with a final extension to July 15th 1984. By this date responses were received from 17 out of the twenty territories and two of the three library schools. Each respondent was expected to provide information required from two interview schedules. One was concerned with census type data and the other with a range of opinions on the development of library and information systems in the respective territories. The aim of the survey, to collect information on seven types of libraries in the territories included in our sample, was largely achieved. In this respect this study differed from the pilot in that it divided school libraries into 'Elementary' and 'High' in order to be better able to examine the differences, if any, in their development. Another point of departure was the qualitative dimension of this survey which yielded invaluable information by which the statistical trends could be more meaningfully assessed.

Data gathering was done in a variety of ways. In principle, an expert was designated for each territory and was responsible for collecting information on each library. In some cases, the expert mailed the questionnaires to the libraries; in others the questionnaires were administered personally; yet in others, the experts completed all the information on the basis of their knowledge of the system and their access to the main sources of information. This latter form of data collection was most convenient in the smaller states where there were very few libraries in operation. Of the other methods employed by the experts, the most efficient, judging by the quality of the data collected, was when the questionnaires were administered personally. In a few cases the experts collated the statistical data before returning the questionnaires to the principal investigators and this provided a basis for a dialogue with the local expert on any apparent inconsistencies in the information received.

A two part questionnaire was also administered to the Library Schools. The first part required essentially statistical information on courses and registrations in various programmes. The second was concerned with assessments of curriculum developments, programme changes and future plans for training. As in the case of the libraries, the qualitative aspect of the survey provided very useful supplementary data.

Limited funds was one of the main constraints of this survey. The principal investigators were unable to undertake visits to the various territories as a follow-up to the mailed questionnaires. In the one instance when one of the principal investigators did follow up visits to two territories, the results were rewarding.

In order to minimise the disparity in the interpretations of the questions in the interview schedules, definitions for key terms were provided and additional background information was made available to the local experts and other respondents when required. Yet, in some instances, there was unevenness in the data, caused partly by the inability of the experts to follow up data sources, a task which for the most part is time consuming. In addition, 'experts' chosen because of their intimate knowledge of the various library systems, are most likely to be those, especially in small societies, who are already over-committed and, therefore, lack time to devote to such chores. In other cases, instructions were given for respondents to use the option of estimating the required statistics in cases where these either were not readily available or non-existent. Some, by failing to exercise this option, created unnecessary gaps in the data for some countries.

Unevenness in the available data and the different methods of data collection employed in the survey impose an added caution in the interpretations of the results of this survey. There are other anomalies. First, it is possible that the country forecasts may be slightly inflated for each category, in so far as no criteria were established in either the pilot or this study for translating part-time staff into full-time equivalents. The difficulty of establishing a ratio (for example two part-time equals one full-time, i.e., 2:1) is due to the fact that different systems utilize part-time staff differently. Second, it is not always easy to identify when territories wittingly or unwittingly overestimated their manpower demands. In the present study, the remarkable contrasts in some of the projections in the Dominican Republic when compared to the rest of the Caribbean, justified controlling the data for that country in order to preclude the possible skewing of the results for the sample as a whole. In cases like these a follow-up visit to check the data sources is a prerequisite for enhancing the findings of the study.

APPENDIX IV**INTERVIEW SCHEDULES - GENERAL****SURVEY OF LIBRARY AND
INFORMATION MANPOWER NEEDS
IN THE CARIBBEAN****Phase II**

Institute of Social and Economic Research,
University of the West Indies,
Mona, Kingston 7,
Jamaica.
January, 1984.

**SURVEY OF LIBRARY AND INFORMATION
MANPOWER NEEDS IN THE CARIBBEAN
PHASE II**

Introduction to the Questionnaire

This questionnaire has been devised to enable us to address the manpower needs of the different types of libraries and information units in the Region. It is divided into two sections -- quantitative and qualitative -- which together hopefully will describe the problems you encounter and the solutions you devise in the training, recruitment and employment of staff.

This is a long questionnaire and may be a difficult and at times irritating one. But we hope you will take the time in spite of your heavy responsibilities to complete the questionnaire. Your replies will be confidential and the results presented in aggregated form so as to ensure that individual organizations cannot be identified.

Again we ask that you send any official reports, surveys and similar material which will enhance the data.

Thank you very much for your help.

SURVEY OF LIBRARY AND INFORMATION MANPOWER NEEDS IN THE CARIBBEAN - PHASE II

DEFINITIONS

An administratively separate unit is any independent library, information unit or group of libraries operated under a single Director or single Administration. For example, a public library under a single Director will be an administratively separate unit even though it may have more than one branch library. In some cases a number of administratively separate units work together in a network. In such cases count them as separate units.

Public Libraries are libraries which serve the population of a community or region free of charge or for a nominal fee.

National Libraries are responsible for acquiring and conserving copies of all significant publications published in the country and functioning as a 'deposit' library, either by law or under other arrangements. They will normally perform some of the following functions: produce a national bibliography; act as a national bibliographical information centre; compile union catalogues; publish the retrospective national bibliography.

University Libraries – those primarily serving students and teachers in Universities. Libraries attached to University institutes and departments but which are not under the direction of or administered by the main or central University library should also be included as administratively separate units in this category.

College Libraries – those primarily serving students and teachers in tertiary educational institutions other than Universities.

School Libraries – those attached to all types of schools below the level of education at the tertiary level and serving primarily the pupils and teachers of such schools. Separate collections for the use of different classes in the same school should be regarded as a single library, which should be counted as an administrative unit and as a service point. For the purpose of this survey, school libraries will be divided into two categories – primary/elementary and secondary/high.

Special Libraries – those maintained by an association, government service, parliament, research institution (excluding University institutes), learned society, professional association, museum, business firm, industrial enterprise, the greater part of their collection being in a specific field or subject.

Archives include both public and private archival agencies or repositories. Record centres should also be included here.

Professional staff are staff who have a qualification in librarianship or information work. The qualification will normally have been obtained as a result of education at postgraduate or undergraduate level or professional certificate (Category A). Professional staff will be responsible for administrative work such as budgeting, staff, planning, organization and evaluation, or for professional activities such as acquisition, cataloguing, classification, indexing, reference work and so on.

Sometimes staff who do not have a specific qualification in librarianship or information work will occupy posts which would normally be filled by professional librarians or information workers. These will include persons whose training has been by means of an extended period of work in a library (Category B) and professional personnel who apply their knowledge of the theories, principles, and techniques of some subject specialty other than librarianship, such as languages, law and computer technology, to work within a library. Audio-visual and media specialists should also be included (Category C).

Para-professionals are library technicians and technical assistants who apply library related skills to one or more of the functional areas of library operations for the purpose of supporting and assisting the professional staff. They may or may not have received formal training.

Clerical staff are staff who perform work of a general office nature such as typing, filing, and operating business machines or whose jobs may entail routine library-related tasks such as shelving of library books and materials, filing and maintaining circulation records, and typing and filing cards, forms and reports. Include volunteer staff.

N.B. Exclude student assistants in school libraries, drivers and janitorial staff.

**SURVEY OF LIBRARY AND INFORMATION MANPOWER NEEDS
IN THE CARIBBEAN – PHASE II**

QUESTIONNAIRE – Part I

1. General Information.
2. Public Libraries.
3. University Libraries.
4. College Libraries.
5. Primary/Elementary School Libraries.
6. Secondary/High School Libraries.
7. National Libraries.
8. Special Libraries or Information Units.
9. Archive Units.

GENERAL INFORMATION

1. Please give the number of administratively separate units:

• Public Libraries

• University Libraries

• College Libraries

• Primary/Elementary School Libraries

• Secondary/High School Libraries

• Special Libraries

• National Libraries

• Archive Units

2. Please state the number of staff known to be studying for a qualification in librarianship or information work at 31st December, 1983.

In the
Caribbean

Outside the
Caribbean

• At postgraduate level

• At undergraduate level

• Non-degree courses

COUNTRY

Please give your name

and address

.....

.....

When preparing manpower forecasts it is very helpful to have as much background information as possible, so if you have any annual reports or recent surveys which you think might be useful, please send me copies. These can be sent by registered airmail or reliable courier.

Please return the completed forms as soon as possible, and no later than 29th February, 1984. I would be grateful if you could send these by registered airmail addressed to:

LIBRARY/INFORMATION MANPOWER SURVEY
Institute of Social and Economic Research,
University of the West Indies,
Mona, Kingston 7,
JAMAICA

70



COUNTRY

UNIT

	Professional			Para-professional		Clerical	
	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	
	a b c	a b c					
1. Please give the number of staff employed at 31st December, 1983.							
2. Please give the number of posts which are vacant at 31st December, 1983.							
3. We are interested in the number of staff who leave their jobs each year. Can you estimate the number of staff who have left their jobs in the last 12 months to work in other libraries or information units:							
• In this country							
• In another part of the Caribbean							
• Outside the Caribbean							
4. Can you also estimate the number of staff who have left their jobs in the last 12 months and who no longer work in a library or information unit.							
5. How many additional posts do you think are likely to be created:							
• In the next 12 months							
• In the next 5 years							

SURVEY OF LIBRARY AND INFORMATION MANPOWER NEEDS IN THE CARIBBEAN PHASE II

QUESTIONNAIRE Part II

DEMAND

1. Discuss the changes, if any, which have taken place during the past 5 years in the duties performed by:
- (a) Librarians Cat. A / Cat. B / Cat. C.
- (b) Para-professionals/library technicians/technical assistants.
- (c) Clerical staff.

2. Describe any changes in duties expected to take place over the next 10 years.

3. Describe any new or emerging occupations in terms of the duties performed.

4. How is technology expected to affect job functions and staffing patterns over the next 10 years?

5. Beyond the minimal entry requirements, what qualifications do you seek? e.g. additional education, experience, personal characteristics, etc.

6. Regarding the educational background of your staff, are there any areas:
- (a) In which they lack necessary preparation for the work they do?
 - (b) If so, which areas?
7. (a) How well do library education and training programmes prepare graduates for work in your library?
- (b) Are there any areas in which the library feels current training is inadequate or irrelevant? If so, what areas?

8. How have educational requirements for library manpower changed during the past 5 years? (Specify by staff position).

10. Identify and discuss your current manpower problems.

SUPPLY

1. Was the number of staff positions reduced during the past year?

Staff Position	By How Many	Reasons for Reduction*
Librarians		
Cat. A		
Cat. B		
Cat. C		
Para-professional		
Clerical		

* Reasons for Reduction

Budget Cuts (BC)

Freezing of Vacancies (FOV)

Technical Change (TC)

Other Likely Reason (Please specify).

2. Indicate the source of personnel placed during the past year.

Source	Professional	Para-Professional	Clerical
New graduates			
Promotions within the unit			
Rationalisation/ Re-allocation of duties within the organization			
Growth/Expansion in the organization			
Transfers within the parent organization			

Source	Professional	Para-professional	Clerical
Recruits from other Libraries/information units			
University			
College			
Public			
School			
Special			
Archives			
Recruits from non-library occupations			
Re-entrants to the Labour Force*			
Other (specify)			

*Persons who have not been employed for a period of one year or more. Exclude persons engaged in a formal course of study.

3. Discuss how the present employment pattern differs from that of 5 years ago

4. In the last five (5) years, how have the actual qualifications of staff recruited matched the qualifications you were seeking?

Matched perfectly

Matched in most cases

Matched in few cases

Forced to compromise

5. What measures have been taken in the last 5 years to alleviate manpower problems? (e.g. specific recruiting campaigns, supplementary training programmes, job re-design).

6. How has the overall library manpower supply situation changed over the past 5 years?

3. Have you developed projections of library employment needs for the future? If so, what are your anticipated needs? On what criteria are these needs based?

4. In what positions (e.g. systems analyst/programmer, automation, reference, serials, cataloguing) do you currently experience difficulty in recruiting qualified personnel?

What are the reasons?

General shortage of trained personnel

Salary structure

Recruitment problems (e.g. moving residence)

Constraints imposed by civil service or
personnel department regulations

Other (specify)

5. What do you do if you cannot get a qualified individual for a position?

Employ persons with less than the desired qualification
and train on the job

Help existing staff to obtain additional formal
education

Leave the position vacant until a qualified person
becomes available

Other (specify)

6. In what positions (e.g. professional, technical, clerical) do you currently experience no difficulty in recruiting qualified staff?

Professional	Para-Professional	Clerical
Cataloguers	Audio-Visual	Typist
Reference Librarians	Computing	Other (specify)
Archivist	Other (specify)	
Indexer		
Systems Analyst		
Managerial		
Other (specify)		

**SURVEY OF LIBRARY AND INFORMATION MANPOWER NEEDS
IN THE CARIBBEAN – Phase II**

Questionnaire – Continuation Sheet

Question No.

APPENDIX V

INTERVIEW SCHEDULES - LIBRARY SCHOOLS

SURVEY OF LIBRARY AND
INFORMATION MANPOWER NEEDS
IN THE CARIBBEAN

Phase II

Institute of Social and Economic Research,
University of the West Indies,
Mona, Kingston 7,
Jamaica.

January, 1984.

SURVEY OF LIBRARY AND INFORMATION MANPOWER NEEDS IN THE CARIBBEAN – PHASE II

SURVEY OF OUTPUT OF QUALIFIED PERSONNEL

Introduction to Questionnaire

This questionnaire has been devised to enable us to address the manpower needs of the different types of libraries and information units in the Region. It is divided into two sections – quantitative and qualitative – which together hopefully will describe the problems you encounter and the solutions you devise in the training of library/information personnel. We hope you will take the time in spite of your heavy responsibilities to complete the forms. If you find that the space provided for the answer to any question is not sufficient, kindly use the continuation sheets and note the number of the question.

Again we ask that you send us any official reports, surveys and similar material which will enhance the data.

Thank you very much for your help.

Definitions

Course: A body of knowledge circumscribed by a syllabus to be imparted to students by sundry teaching methods (and usually followed by an exam). A course may be (1) compulsory or (2) an elective.

Programme: A sequence of courses (designed to achieve certain pedagogical goals) the taking of which is governed by certain regulations and the satisfactory completion of a minimum of which (determined by such regulations) makes a candidate eligible for the award of a degree/diploma/certificate.

SURVEY OF LIBRARY AND INFORMATION MANPOWER NEEDS IN THE CARIBBEAN – PHASE II

Survey of the output of qualified personnel

QUESTIONNAIRE Part I

NAME OF INSTITUTION

Please give the following information for each of the library, information or archive programmes offered by the institution. Please include any new programmes which will be introduced between now and 1986. Please also include any programmes which have ceased to operate since 1975.

PROGRAMME TITLE	DURATION (in years)	QUALIFICATION AWARDED	(Where applicable) DATE	
			BEGUN	CEASED

SURVEY OF LIBRARY AND INFORMATION MANPOWER NEEDS IN THE CARIBBEAN -- PHASE II

Survey of the output of qualified personnel

QUESTIONNAIRE Part I

NAME OF INSTITUTION

Please complete a separate sheet for each individual programme listed on the other form. Output is defined as the number of students who successfully completed the programme and who were awarded the qualification. Please show the number who were awarded the qualification in each year. For the years 1984-1986 please give estimates of the likely output.

TITLE OF THE PROGRAMME

ACTUAL OUTPUT IN:	1975		1982	
	1976		1983	
	1977		1984	
	1978		1985	
	1979		1986	
	1980			
	1981			

For further information contact:

NAME

ADDRESS

Please return to: Library & Information Manpower Survey, Institute of Social and Economic Research, University of the West Indies, Mona, Kingston 7, Jamaica. To arrive by 29th February 1984. Thank you.

SURVEY OF LIBRARY AND INFORMATION MANPOWER NEEDS
IN THE CARIBBEAN – PHASE II

QUESTIONNAIRE Part II

Faculty:

- | | | | |
|----|------------------------|-----------|-----------|
| 1. | Total | | |
| | Teaching Staff | F.T. | P.T. |
| | Practising Librarians | F.T. | P.T. |
| | Information Scientists | F.T. | P.T. |
| | Other (specify) | F.T. | P.T. |

(F.T. = Full Time) (P.T. = Part Time).

2. List in order of priority the main areas in which you have difficulty in recruiting teaching staff.

3. Curriculum changes over the last five years

A. Have there been curriculum changes in the last five years? If yes, please indicate:

- a. Archive Administration
- b. Library Automation
- c. Organization & Management of Media Centres
- d. Services to special classes of users, e.g. handicapped, blind.
- e. Librarianship & Literacy
- f. Other (specify)

B. At what level are these courses taught? Indicate using code letters*.

.....		
.....		
.....		
.....		
.....		
.....		

- * Instruction as part of formal programme (FP)
Continuing Education (CE)
Short Courses (ad hoc) (SC)

4. What changes over the next 3–10 years in the formal course of instruction of your graduates do you anticipate?

5. (a) How effective do you consider the library education programme in your school in preparing graduates for work in libraries?

Very effective

Moderately effective

Not effective

- (b) Are there any areas in which you feel current training is inadequate or not essential? If so, what areas?

**SURVEY OF LIBRARY AND INFORMATION MANPOWER NEEDS IN
THE CARIBBEAN – Phase II**

Questionnaire – Continuation Sheet

Question No.